

Introduction To Secondary Transition Services

Office of Special Education
Transition Services Unit



Planning for the Future

- What are Transition Services
- Who are the key players?
- Graduation Requirements
- Diplomas and Certificates of Completion
- Post-Secondary Options
- Adult Services and Supports
- What Can Parents Do Now?
- Resources

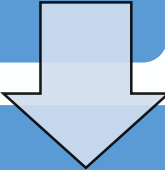


Transition Services

- Transition services are a coordinated set of activities designed for a child with an Individualized Educational Program (IEP). Transition activities focus on improving the academic and functional achievement of the child, and facilitate the child's movement from school to post-school life
- Transition services provide stakeholders with the necessary resources, tools, supports & professional development to ensure a student's successful transition into:
 - Post-Secondary education
 - Employment
 - Adult services, or
 - Independent living & community participation

Transition Services

Transition planning is a continuous process throughout high school...it is not a one-time event

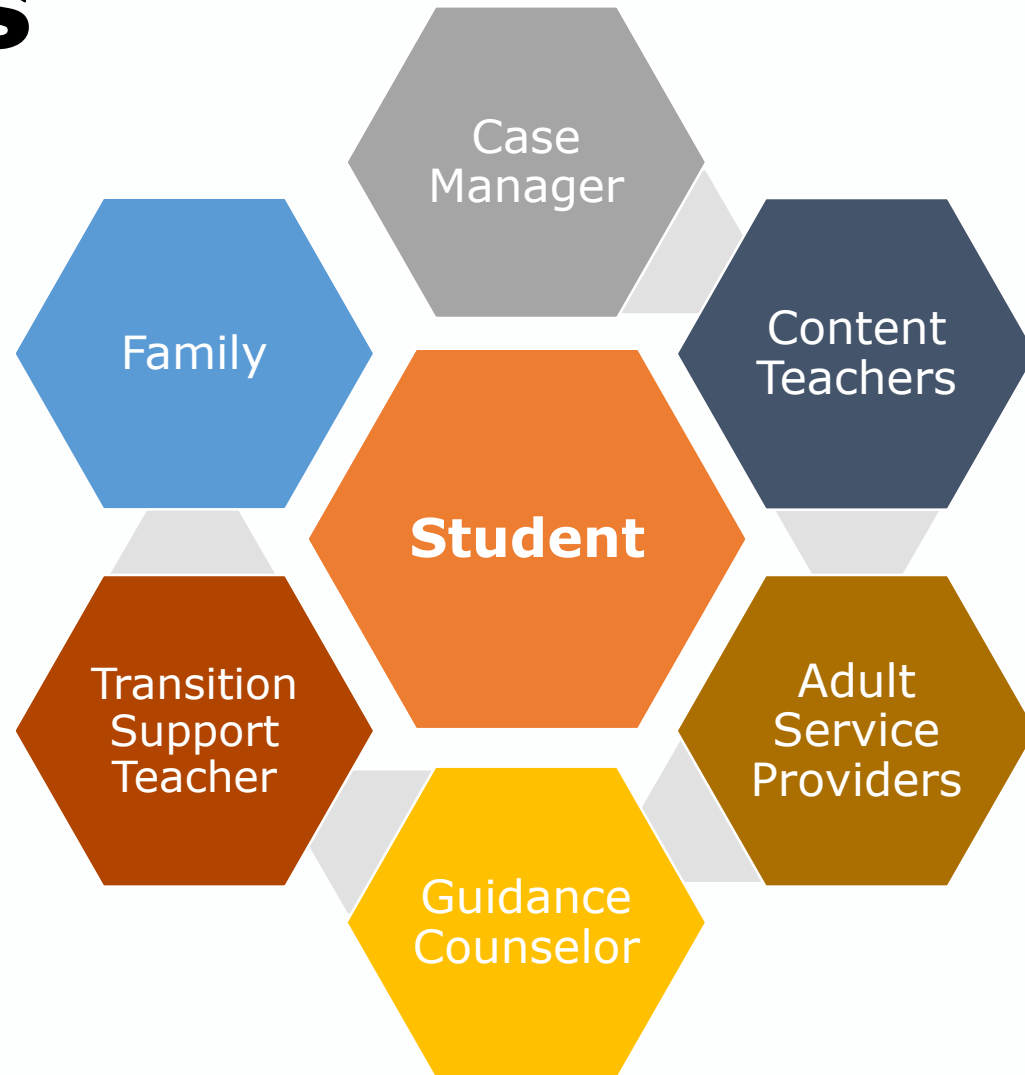


Transition planning is collaborative; the parents are essential partners in the process



The **student** is the key decision-maker; the **student** is encouraged and expected to actively participate in this process

Key Players



Looking Ahead

- A Transition support teacher (TST) helps to facilitate the transition from school to the “real world”
- We like to look at the “**Big Picture**”
- Where do you see your child in 5 years, 10 years, 20 years?



Figuring out the Right Path

Depending on the student's transition outcomes, here are a few of the services that a student may receive in high school:

Social Skills Training

Assessing Interests and Abilities

Self Advocacy Instruction

Independent Living Instruction

Vocational Instruction and Job Coaching

Linking the Student to Community and Adult Service Agencies

Secondary Transition Plans

- Start at age 14
- Based on Age Appropriate Transition Assessments
- Measurable Postsecondary Goals
- Transition Activities
(quarterly progress updates)
- Agency Linkages
(only if parents give consent)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)		III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS												
MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES (Form approved by MSDE for use July 1, 2018)														
Name:	Agency:	IEP Team Meeting Date: / /												
<p>TRANSITION: To be completed annually beginning at age 14, or younger if determined appropriate.</p> <p>STUDENT PREFERENCES AND INTERESTS: The postsecondary goal(s) are to be based on the student's interests, preferences and age appropriate transition assessment(s). Date of Annual Student Interview: <input type="text"/>-<input type="text"/>-<input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/> (MM-DD-YYYY) Discussion of student's interests, preferences and age appropriate transition assessment(s): _____</p> <p>POSTSECONDARY GOALS (Outcomes): Postsecondary goal(s) are to be recorded here. At least one goal must be indicated for training and/or education. Employment (required): _____ Training: _____ Education: _____ Independent Living (if appropriate): _____</p> <p>COURSE OF STUDY: The student is enrolled in courses that will prepare him/her for a career or postsecondary education in the career cluster selected below.</p> <table border="0"> <tr> <td><input type="radio"/> Arts, Media & Communication</td> <td><input type="radio"/> Business Management & Finance</td> <td><input type="radio"/> Construction & Development</td> </tr> <tr> <td><input type="radio"/> Education, Training & Child Services</td> <td><input type="radio"/> Health, Bioscience, & Medicine</td> <td><input type="radio"/> Information Technology</td> </tr> <tr> <td><input type="radio"/> Engineering, Scientific Research & Manufacturing Technology</td> <td><input type="radio"/> Environmental, Agricultural & Natural Resource Systems</td> <td><input type="radio"/> Transportation, Distribution & Logistics</td> </tr> <tr> <td><input type="radio"/> Law, Government, Public Safety & Administration</td> <td><input type="radio"/> Human, Consumer Services, Hospitality & Tourism</td> <td></td> </tr> </table> <p>Student is enrolled in the following Functional and Skill Development Activities:</p> <p><input type="radio"/> Job Sampling & Employment training <input type="radio"/> Supported Employment <input type="radio"/> Activities of Daily Living</p> <p>Discussion to support decision: _____</p> <p>PROJECTED CATEGORY OF EXIT: The student will exit with: <input type="radio"/> Maryland High School Diploma <input type="checkbox"/> with 2 credits of Foreign Language <input type="checkbox"/> with 2 credits of Advanced Technology <input type="checkbox"/> with 4 credits of Career and Technology Program <input type="radio"/> Certificate of Program Completion at the end of the school year the student turns 21 <input type="radio"/> Certificate of Program Completion prior to the end of the school year the student turns 21 (Parent and student choice)</p> <p>PROJECTED DATE OF EXIT: The student is participating in a _____ year program and is projected to exit/graduate school _____ (month, day, year)</p> <p>At exit the student will receive a Maryland Summary of Performance (MSOP) that includes academic achievement, functional performance, accommodations, and progress on postsecondary goals.</p> <p>Have the student and parents been informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except under limited circumstances, as described in Education Article 58-412.1, Annotated Code of Maryland? <input type="radio"/> Yes <input type="radio"/> N/A</p>			<input type="radio"/> Arts, Media & Communication	<input type="radio"/> Business Management & Finance	<input type="radio"/> Construction & Development	<input type="radio"/> Education, Training & Child Services	<input type="radio"/> Health, Bioscience, & Medicine	<input type="radio"/> Information Technology	<input type="radio"/> Engineering, Scientific Research & Manufacturing Technology	<input type="radio"/> Environmental, Agricultural & Natural Resource Systems	<input type="radio"/> Transportation, Distribution & Logistics	<input type="radio"/> Law, Government, Public Safety & Administration	<input type="radio"/> Human, Consumer Services, Hospitality & Tourism	
<input type="radio"/> Arts, Media & Communication	<input type="radio"/> Business Management & Finance	<input type="radio"/> Construction & Development												
<input type="radio"/> Education, Training & Child Services	<input type="radio"/> Health, Bioscience, & Medicine	<input type="radio"/> Information Technology												
<input type="radio"/> Engineering, Scientific Research & Manufacturing Technology	<input type="radio"/> Environmental, Agricultural & Natural Resource Systems	<input type="radio"/> Transportation, Distribution & Logistics												
<input type="radio"/> Law, Government, Public Safety & Administration	<input type="radio"/> Human, Consumer Services, Hospitality & Tourism													


Diplomas and Certificates

Students work toward:

- Maryland High School Diploma, **or**
- Maryland High School Certificate of Program

Completion

Q. What does the certificate look like?
A. The certificate looks like the Maryland high school diploma, with appropriate wording changes.



The image displays two side-by-side forms for Maryland High School Certificate and Diploma. The left form is titled "Maryland High School Certificate" and the right form is titled "Maryland High School Diploma". Both forms feature the state seal of Maryland at the top center. Below the seal, the text reads "This is to certify that" followed by a blank line for the student's name. Underneath, it says "has completed in a satisfactory manner all the" followed by a blank line. The main body of text describes the program of study in accordance with the policies established by the State Board of Education and the Board of Education of Montgomery County. At the bottom, there are two columns for signatures: "Principal of School" and "Secretary, Board of Education". Each column has a blank line for the signature and a small circular seal below it.

MCPS Diploma Requirements

Students earn a high school diploma based upon successful fulfillment of four requirements:

- Enrollment (4 years beyond 8th grade)
- Course Credit (22 credits)
- High School Assessments, PARCC, MISA
- A minimum of 75 Student Service Learning Hours (SSL)

ON TRACK FOR
GRADUATION
**CLASS OF
2021**

FIRST YEAR NINTH GRADE: 2017-2018
**MCPS Graduation Requirements
at a Glance**

THE STATE OF MARYLAND AUTHORIZES ONE DIPLOMA for all high school graduates, based upon successful fulfillment of four categories of requirements: enrollment, course credit, student service learning (SSL), and Maryland assessments. Students must satisfactorily complete four years beyond Grade 8 to meet the enrollment requirement. All other requirements are summarized in the table below. Please consult the online MCPS Course Bulletin at montgomeryschoolsmd.org/coursebulletin or your school counselor for further information.

COURSE CREDITS			
English	4 credits		
Fine Arts	1 credit Selected course in art, dance, drama/theater, and music satisfies this requirement.		
Health Education	0.5 credit		
Mathematics	4 credits 1 full-year (A/B) algebra credit and 1 geometry credit required. Students who successfully complete a calculus course may be exempted from this 4-credit requirement. NEW STATE REQUIREMENT FOR STUDENTS GRADUATING IN 2018 AND LATER: Students graduating in 2018 and later must be enrolled in a math course in each year of high school. This may result in students earning more than 4 credits in math for graduation.		
Physical Education	1 credit		
Science	3 credits 1 biology credit and 1 physical science credit must be included.		
Social Studies	3 credits 1 U.S. History credit; 1 World History credit; and 1 National, State, and Local Government credit required.		
Technology Education	1 credit Courses satisfying this requirement are designated in the course bulletin.		
Electives The additional credits required for graduation may be fulfilled	OPTION 1	OPTION 2	OPTION 3
	2 credits in a world language OR 2 credits in American Sign Language	2 credits in advanced technology education	4 credits in a state-approved Program of Study

Technology Education			
Elective courses satisfying this requirement are designated in the course bulletin.			
Electives The additional credits required for graduation may be fulfilled by one of the following three options:	OPTION 1	OPTION 2	OPTION 3
		2 credits in a world language OR 2 credits in American Sign Language AND 2.5 credits in elective courses	2 credits in advanced technology education AND 2.5 credits in elective courses
STUDENT SERVICE LEARNING (SSL)			
Student Service Learning (SSL)	75 service-learning hours		
MARYLAND HIGH SCHOOL ASSESSMENT (MHSA) REQUIREMENTS^{1,2,3,4} HSA, PARCC, and MISA Assessments The MHSA requirements are subject to change by Maryland State Department of Education (MSDE).			
Algebra 1	Course credit earned in Algebra 1 AND <ul style="list-style-type: none"> • Take Algebra 1 PARCC or Algebra 1 HSA prior to 2016–2017, OR • Pass Algebra 1 PARCC 		
MISA Maryland Integrated Science Assessment	3 course credits earned in science, AND <ul style="list-style-type: none"> • Take HS-MISA in 2018–2019 if student earns third science credit in 2018–2019, OR • Pass HS-MISA after 2018–2019 if student earns third science credit after 2018–2019 		
English 10	Course credit earned in English 10 or ESOL 3 or higher, AND <ul style="list-style-type: none"> • Pass English Language Arts/Literacy (ELA/L) 10 PARCC 		
Government	Course credit earned in National, State, and Local Government, AND <ul style="list-style-type: none"> • Pass Government HSA 		
<p>¹ <i>Substitute Test</i>—Students earning qualifying scores on substitute tests (AP/IB) will meet the MHSA requirement in that content area.</p> <p>² <i>Transfer Credit</i>—Students transferring from outside MD public schools may be eligible to meet some MHSA content-area requirements with Transfer Credit.</p> <p>³ <i>Combined test score options</i> are available for the HSAs and for the PARCC assessments.</p> <p>⁴ <i>Bridge Plan</i>—The Bridge Plan is an alternative means of meeting the MHSA graduation requirement. With the Bridge Plan, students demonstrate content mastery by completing projects when they have difficulty passing the traditional test.</p>			
VALID FOR THE 2017–2018 SCHOOL YEAR		LAST UPDATED—11 AUGUST 2017	

College and Career Readiness

IN 2013, THE MARYLAND GENERAL ASSEMBLY PASSED the *College and Career Readiness and College Completion Act (CCRCCA)*, aimed at ensuring that all students are prepared for credit-bearing coursework in college and for living wage careers. The Act includes the requirement that all students be assessed for college and career readiness in English and mathematics by the end of Grade 11, using one of several college and career readiness assessments. Students who do not meet the college and career ready standard in English or mathematics by the end of Grade 11 will be required to enroll in a transition course or other instructional opportunity during Grade 12, in preparation for reassessment. After completing the transition course or instructional opportunity, students must be reassessed by the end of Grade 12. School counselors and staff will work closely with students to determine the best assessment to take in Grade 11, as well as transition course options and reassessment during Grade 12, if necessary.

What are the assessments that determine college and career readiness in MCPS?

One of the following assessments may determine college and career readiness in CRITICAL READING/ENGLISH/LANGUAGE ARTS	One of the following assessments may determine college and career readiness in MATHEMATICS
SAT: 480* or higher ACT: 21 or higher ACCUPLACER: Reading 79 or above Sentence Skills 90 or above Advanced Placement (AP) Language and Composition or AP Language and Literature: 3 or higher International Baccalaureate (IB) English: 4 or higher	SAT: 530* or higher ACT: 21 or higher ACCUPLACER: Elementary Algebra 62 or above College Level Math 45 or above Advanced Placement (AP) Calculus AB or BC, or AP Statistics: 3 or higher International Baccalaureate (IB) Mathematics: 4 or higher

**Revised in 2017–2018 for the redesigned SAT.*

OR

Career and Technology Education (CTE) external assessment that leads to a professional license or industry certification
 Visit www.montgomeryschoolsmd.org/uploadedFiles/info/CCRCCA/certifications-041217.pdf for specific programs.

OR LOCAL AGREEMENTS WITH MONTGOMERY COLLEGE:

Summative writing assessment externally validated by Montgomery College OR Grade of B or Higher in Modern World History (any level), AP Language and Composition, or Honors English 12	Summative mathematics assessment externally validated by Montgomery College OR Grade of B or Higher in Algebra II (any level)
--	---

Certificate of Program Completion Requirements

(a) The student is enrolled in an education program for at least 4 years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, including but not limited to:

- Gainful employment;
- Post-secondary education and training;
- Supported employment; and
- Other services that are integrated in the community; or

(b) The student has been enrolled in an education program for 4 years beyond grade 8 or its age equivalent and will have reached age 21 before the first day of the next school year.

Diploma or Certificate: How is the Decision Made?

- **The IEP Team Considers:**

1. Realistic exit outcomes for the student
2. Maryland State PARCC, MISA, & High School Assessment Testing
3. Credit-bearing courses

- **When Is the Decision Made:**

The decision is made at the beginning of the student's last year in high school, unless the student is participating in the Multi-State Alternate Assessment (MSAA)

Programming for Students Working Towards a Certificate of Program Completion

- Alternative Learning Outcomes
- Community-based instruction
- Site-based work experiences
- Embedded social skills and self-advocacy instruction

What are the Options for After High School?

- Post-secondary education, what will that look like?
- Employment
- A combination of post-secondary education and employment



Entitlement vs. Eligibility

- In Maryland, a young adult with a disability who is receiving special education services is **entitled** to a free and appropriate public education through the school year in which the student turns 21 years of age (IDEA, 2004), or has met the requirements for a Maryland High school Diploma or a Maryland High School Certificate of Program Completion.
- Once a student exits from high school, he or she **must** apply for adult services to see if they are **eligible** to receive them. In addition to meeting the eligibility criteria, **funding must be available** to receive services and supports from agencies.

MSDE Transition Planning Guide, 2017



Entitlement vs. Eligibility Differences...

K-12

- IDEA (allows for a free appropriate public education - FAPE)
- Educational and psychological testing provided
- Annual review and IEP
- Parental involvement
- Schools identify needs
- Case manager & parents advocate
- Range of services

Post-Secondary

- Section/504 of Rehabilitation Act and ADA of 1990
- Student provides documentation
- N/A
- Parental involvement changes (confidentiality)
- Student must seek services; self-advocacy
- Accommodations related to access and course requirements

Differences Between High School & College

- Family Educational Rights & Privacy Act (FERPA)
- Documentation
- Self-disclosure
- Student-Faculty Collaboration
- Eligibility vs. Entitlement (no more IEPs!)



Post-Secondary Disability Support Services (DSS)

- Provide reasonable accommodations to **qualified** students with documented disabilities
- Provide students with counselors to determine appropriate accommodations, and arrange support services
- Stress the development of self-advocacy, and self-determination skills
- Maintain and protect the **confidentiality** of student records as required by law

DSS Services Can Include:

- Academic, career, and short-term personal counseling;
- Assistance with admission, course selection and registration;
- Assistance with classroom accommodations such as note takers, readers, assistive listening devices, extended time for exams, scribe for exams, recording lectures, reduced distractions for testing, etc.;
- Assistive technology; and
- Liaison with the Division of Rehabilitation Services (DORS)

Post-Secondary Disability Support Services are not.....

- Altering assignments
- Extra time to complete assignments
- Ensuring success (passing grade) in a class
- Providing individualized instruction or support based on the students disability
- Providing related services (including tutoring)
- Providing progress reports to students/parents

Post-Secondary Education Programs for Students with ID

- Graduate Transition Program

<http://cms.montgomerycollege.edu/wdce/ce/gtp.html>

- Challenge Program

<http://cms.montgomerycollege.edu/wdce/ce/challenge.html>

- George Mason L.I.F.E. Program

<https://masonlife.gmu.edu/>



Linkages to Adult Services

- As your child gets older, the Transition Support Teacher will assist in linking your child to adult service agencies. These may include:
 - The Division of Rehabilitation Services (DORS)
 - The Developmental Disability Administration (DDA)
 - Behavioral Health Administration
 - Department of Labor, Licensing and Regulation



Agency Linkages - Consent

- **Prior** to a student being referred to **any** agency, the TST, or special education resource teacher **must** obtain parental consent
- **Prior** to **any** agency being invited, *by the school*, to attend an IEP meeting, the TST, or special education resource teacher **must** obtain parental consent
- Signed consent is good for 1 year from the signature date

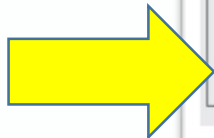
Authorization for Release/Exchange of Confidential Information: Agency referral

THIS SECTION IS FOR HIGH SCHOOL STUDENTS ONLY.

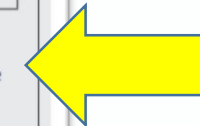
PART III: PERMISSION FOR REFERRALS OR APPLICATION: Obtain the consent of a parent/guardian/eligible student prior to making a referral, and/or support with an application, for a high school student to a participating agency for **transition services** such as the Division of Rehabilitation Services, DDA, DLLR, or the Behavioral Health Administration for the service(s) marked below.

MCPS STAFF USE ONLY			
Division of Rehabilitation Services	Behavioral Health Administration	Department of Labor, Licensing, and Regulation (DLLR), Office of Workforce Development and Adult Learning (WorkSource Montgomery)	Developmental Disability Administration (DDA)
<input type="checkbox"/> Assistive technology <input type="checkbox"/> Career assessment <input type="checkbox"/> Career counseling <input type="checkbox"/> College or career training <input type="checkbox"/> Job coaching <input type="checkbox"/> Job placement <input type="checkbox"/> Pre-employment Transition Services (PreETS) <input type="checkbox"/> Work-readiness training <input type="checkbox"/> Other support services	<input type="checkbox"/> Children/Adolescents Services <input type="checkbox"/> Clinical Services <input type="checkbox"/> Core Service Agency	<input type="checkbox"/> Summer R.I.S.E. <input type="checkbox"/> Young Adult Opportunity Program	<input type="checkbox"/> Application
<p>Services are based on eligibility criteria determined by the provider agency.</p>			
<input type="checkbox"/> I give permission to MCPS to refer the above-named student for the transition service(s) checked above. I understand that at the end of the assessment and/or enrollment in a program, I will be contacted and goals may be addressed in the student's IEP. I understand that the granting of consent is voluntary and may be revoked at any time.			
<input type="checkbox"/> I do not give permission to MCPS to refer the above-named student for the service(s) checked above.			
<p>_____ Signature, Parent/Guardian/Eligible Student</p>			<p>_____/_____/_____ Date</p>

Sign and date the form



Check the "I give permission" or "I do not give permission" box



Authorization for Release/Exchange of Confidential Information: IEP Invite

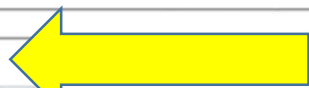
MCPS Form 336-32
Page 2 of 2

Student's Name _____ Student ID# _____

PLEASE USE THIS PORTION OF THE FORM FOR TRANSITION SERVICES ONLY.

Part II and Part III of MCPS Form 336-32 should be used for secondary transition planning for students ages 14-21 who have an Individualized Education Program (IEP).

PART II: CONSENT FOR PARTICIPATING AGENCY TO BE INVITED TO IEP TEAM MEETINGS: Obtain the consent of a parent/guardian/eligible student for a participating agency such as the Division of Rehabilitation Services, Developmental Disability Administration (DDA), Department of Labor, Licensing, and Regulation (DLLR), or the Behavioral Health Administration, to be invited to attend any IEP team meeting at which **transition services** will be considered for a student with a disability. *Inviting an agency representative does not guarantee attendance at an IEP meeting.*

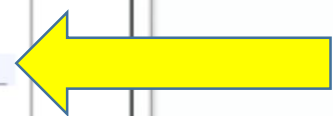
I give permission to MCPS to invite the agency(s) indicated below: Yes No 

Division of Rehabilitation Services Behavioral Health Administration Developmental Disability Administration (DDA)
 Department of Labor, Licensing, and Regulation (DLLR), Office of Workforce Development and Adult Learning

who may be able to provide postsecondary transition services to an IEP team meeting to be held on or before ____/____/____.

I understand that the granting of consent is voluntary and may be revoked at any time.

Signature, Parent/Guardian/Eligible Student

_____/_____/_____
Date 

The Division of Rehabilitation Services (DORS)

- DORS offers programs and services to individuals with disabilities who want to work or become more independent in their homes and communities.
- Students can be referred to DORS by the transition support teacher in their high school; their families; or, they can refer themselves. The referral should be made the year **prior** to their graduation, and they must be found **eligible** for services. DORS services are **not** an entitlement service.
- DORS can begin to serve students, if they are found **eligible**, while they are still in high school, to help them move into post-secondary education, job training and employment.
- Programs and services for **eligible** students: career decision-making & counseling; assistive technology accommodations; job training; job search & placement; independent living skills training; supported employment job coaching, and other support services.



DORS services may include

- Vocational guidance & assessment
- Job training
- College or technical training
- Job search, placement and job-keeping services
- Supported employment
- Rehabilitation technology

FOR MORE INFORMATION
visit our website
www.dors.maryland.gov
or find us on YouTube and Facebook
by searching Maryland DORS.

CONTACT us at:
410-554-9442 or 888-554-0334 toll free
Videophone: 443-798-2840
Email: dors@maryland.gov

Division of Rehabilitation Services
DORS
MARYLAND STATE DEPARTMENT OF EDUCATION

A proud partner of the
americanjobcenter
network

EDUCATION
PREPARING WORLD CLASS STUDENTS

Notice of Non-Discrimination:
The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity, Assessment and Compliance Office
Office of the Deputy State Superintendent for
Finance and Administration
Maryland State Department of Education
200 W. Baltimore Street - 6th Floor
Baltimore, Maryland 21201-2195
410-767-6423 - voice • 410-767-6431 - fax
410-333-6442 - TTY/711

For inquiries regarding this publication,
please contact DORS' Public Affairs Office 410-554-9433.

1/17

The Developmental Disabilities Administration (DDA)

The DDA provides a coordinated service delivery system so that people receive appropriate services oriented toward the goal of full integration into their community. The DDA's community-based service delivery systems includes various home and community-based services and supports provided through either a Medicaid State Plan or Waiver program or via DDA State funded services.



DDA Services can include:

- Community Personal Supports
- Employment & Day Services
- Self-Directed Services
- Residential Services
- Behavioral Support Services
- Low Intensity Support Services

Behavioral Health Administration

- BHA is part of the Behavioral Health and Disabilities portion of the Maryland Department of Health
- The BHA will, through publically-funded services and support, promote recovery, resiliency, health and wellness for individuals who have or are at risk for emotional, substance related, addictive, and/or psychiatric disorders



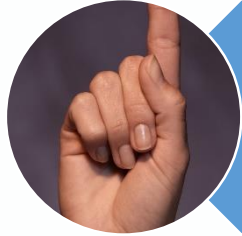
Examples of Services Provided by BHA

- Psychiatric Inpatient Care and Rehabilitation Services
- Psychiatric Day Treatment and Rehabilitation Services
- Residential Treatment
- Respite services
- Outpatient Mental Health Clinic services
- Case Management services
- Supported Employment and Vocational services

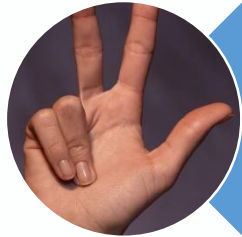
The Department of Labor, Licensing & Regulation

- WorkSource Montgomery is the DLLR entity in Montgomery County.
- America's Job Center (Wheaton & Germantown)
- Youth, Adult and Dislocated Worker Program
- Online Job Portal

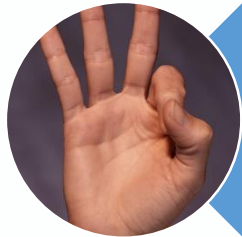
Where to Get Started?



Begin a portfolio for your child



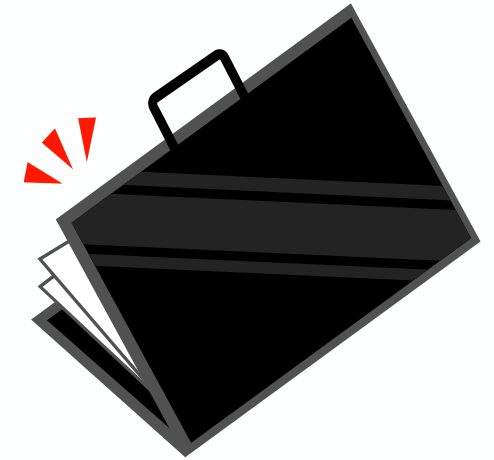
Begin teaching your child about self-determination and self-advocacy: have your child participate in their IEP meetings



Promote independence

The Portfolio

- Start the portfolio early
- Suggested organization:
 - Personal documentation
 - Completed assessments (psychological, educational, speech/language, etc.)
 - IEP's
 - Contact logs
 - Completed applications
 - Any information related to employment (paid or volunteer)
 - Medical information, if appropriate



Self-Determination & Self-Advocacy

- **Self-Determination:** making your own choices, learning to effectively solve problems, taking control and responsibility for one's own life.
- **Self-Advocacy:** taking charge of your own life, and having the right to make decisions without undue influence or control by others.

Promoting Independence

- Understanding their disability
- Being able to Request Accommodations (self-advocacy)
- Setting Goals
- Understanding their IEP & attending their IEP meetings
- Accessing your Community
- Doing meaningful Student Service Learning Activities

Resources and Information

- **Maryland Department of Disabilities, Transitioning Youth**

<http://mdod.maryland.gov/education/Pages/Transitioning-Youth.aspx>

- **The Maryland Higher Education Commission**

<http://www.mhec.state.md.us/Pages/default.aspx>

- **Montgomery College Disability Support Services**

<https://www.montgomerycollege.edu/counseling-and-advising/disability-support-services.html>

- **The Maryland State Department of Education Division of Rehabilitation (DORS)**

<http://dors.maryland.gov/Pages/default.aspx>

- **The Developmental Disabilities Administration (DDA)**

<https://dda.health.maryland.gov/Pages/home.aspx>



Questions?

