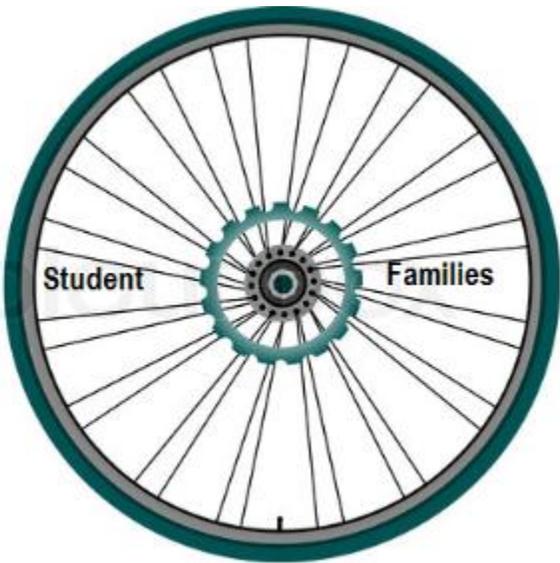


The **STUDENT and FAMILIES** section supports working together to support the child’s independence through the effective use of transition components. This section is most appropriate for case managers, teachers, administrators or school personnel when working with students, parents, guardians, and foster parents.

Transition Planning Checklist	1
Student Transition Questionnaire.....	3
Diploma Credit Requirements and Essential Skills, 2014	5
Key Differences between High School and College	6
Post School Outcomes (PSO) Data Collection.....	9
Post Card Notification of Post School Outcome Data Collection.....	10
PSO Follow Up Interview: Example.....	11
Online Resources for Students and Families.....	15



TRANSITION PLANNING CHECKLIST FOR PARENTS

Planning for your child's transition to adulthood is one of the most important things you can do to pave the way to a successful future. The process can be a challenge and depending on your child's disability, you may need to consider everything from daily living skills to employment. Realizing that your child may need a lot of support and guidance, it is also important to make sure that he/she is prepared for life after high school.

If your child has an understanding of his/her strengths, interests, and needs, this will benefit them as they enter the workforce or pursue a postsecondary education. This awareness will help him/her to understand how their disability might impact the work that they do.

Your child may also need some assistance with "soft skills." These are the skills that people need for their jobs and for life. Having an understanding of how to ask for help, deal with conflict, and accept direction are vital in the workplace. An employer also appreciates an employee who is prompt, has good hygiene, and dresses appropriately for the workplace. Some young adults may need instruction in this area.

Below is a checklist of just some of the things that families might want to address when beginning the transition planning process.

Employment and/or Post Secondary Education

- Identify your child's strengths, interests, and needs.
- When writing an education or training goal, consider all options (e.g., university, community college, vocational training, personal development classes). Contact the preferred school at least two years ahead for information on admission requirements and the availability of disability services.
- When developing an employment goal, explore community options. Vocational assessments should be done in high school. Contact Vocational Rehabilitation Service (they may become involved in the IEP Process); learn about One-Stop Career Centers and other employment assistance for people with disabilities.
- Incorporate college preparation or vocational training as a coordinated activity in IEP transition planning.
- Assemble documentation of disability with most recent evaluation results
- Explore financial aid resources
- Be aware that at the college level parents need written consent from the student to obtain access to their child's records
- Know the difference between the laws that govern education at the secondary level (IDEA) and at the college level (ADA)

- 504 Accommodation Plans may follow an individual into college or the workplace.
- Help your child find opportunities to gain experience through work or volunteer activities. These experiences will help build your child's resume.

Daily Living Skills

- Consider transportation needs, personal and/or public, with regards to all aspects of their life (e.g., shopping, medical).
- Identify your child's understanding of managing their personal finances
- Provide your child with opportunities to practice household chores (e.g., cooking, shopping, laundry, housekeeping)
- Determine if your child needs additional instruction or support with the development of social, communication, and self-advocacy skills.
- Identify their knowledge base regarding their disability, health and medication, sexuality, and available support networks. Ensure that your child is able to obtain health care and deal with insurance
- Explore recreation and leisure options, including social outlets in the community
- Develop a plan for different types of emergencies

The Age of Majority (18 years of age)

- When a child turns 18, under law, their rights and responsibilities change regardless of the presence of a disability.

- Consider options well in advance if there is a need for someone to act in a decision making capacity for your child after he/she turns 18.
 - Before your child turns 18, learn about various types of guardianship, conservatorship, power of attorney and other legal options.
 - At age 18, students receive a Transfer of Rights notice from the school—at this point parents no longer have the right to the child's records unless their child signs a release.
 - An Individualized Education Program (IEP) ends when a child exits high school, it does not extend into post-secondary education (e.g., college, trade school).
 - All males must register for the Selective Service, regardless of disability or special health care needs. Log on to their website at www.sss.gov to register online.
 - Obtain a driver's license or state ID.
 - Register to vote
- Identify how financial support your child may receive impacts other benefits.
 - Consult with a legal professional who specializes in estate planning for families of children with disabilities. Ask about trusts, education savings plans, wills and life insurance.
 - Learn about Social Security—Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), community services for adults with disabilities (e.g., food stamps), and Social Security Administration work incentives: PASS, Ticket to Work, Section 1619 (a) and (b) of the SSI law, by logging onto www.ssa.gov.

Financial Planning

- Families should be aware of how their child's ownership of assets could affect eligibility for benefits from social security, Medicaid, and other services

Housing

- Learn about possibilities for independent living.
- Consider various housing options (e.g., living by oneself, finding a roommate, entering a group home, staying with family)
- Research types of group homes in the area where your child want to live, or consider beginning a co-op with other families.
- Examine funding options
- Learn about the Fair Housing Act and your young adults rights online at www.hud.gov/offices/ftheo/FHLaws/index.cfm

References

- Raising Special Kids (RSK). (2010).
- *Connecting*. Vol. 15. 1-4. Phoenix, AZ: Author. www.raisingpecialkids.org PACER Center. (2005).
- *Ten tips that may help ease your child's transition to adulthood*. Minneapolis. MN: Author. www.pacer.org

The content of this publication was developed in 2010 by the Parent Information Network (PIN) with funds allocated by the U. S. Department of Education under IDEA 2004. These contents do not necessarily represent the guideline of the agency, nor should endorsement by the federal government be assumed.

STUDENT TRANSITION QUESTIONNAIRE

Student Name: _____

Date: _____

School: _____

Grade: _____

Which of the following can you do independently (on your own)?

- Plan and prepare my meals
- Count money and use banking services
- Household management (pay bills, rent, household maintenance, cleaning, etc.)
- Schedule appointments
- Select, purchase, and care for clothing
- Use telephone
- Attend doctor's appointments and take medication
- Visit the beauty salon/barber shop for hair cut
- Self-advocacy (find assistance in legal, medical, and financial areas)

Where do you think you will be living after you leave high school?

- By yourself
- With a friend/roommate
- With your family
- Group home
- University Dorm, Military Base

Mark the items you need more information on:

- Community agencies
- Marriage and family planning
- Substance abuse issues (drugs and alcohol)
- Death/loss
- Sexuality and safe sex
- Military recruiting
- Living Arrangements (having a place to live)
- Family Life/Social Relationships (getting along with family and friends)
- Physical/Mental Health (feeling healthy)
- Financial Security (managing your money)
- Continuing Education (learning new skills)
- Transportation (getting around town)
- Social/Civic Responsibility (being a good citizen)
- Pregnancy/prenatal care/parenthood

Do you have:

- State ID
- Social Security number and card
- Driver's license

After high school, you would like to:

- Do nothing
- Join the military
- Unsure
- Get a full-time job
- Work part time
- Go to college or career tech

Mark the things in school that are difficult for you:

- Students
- Teachers
- Lunch time
- Attendance
- Transportation to school
- Tardiness

Do you independently get ready for school? YES NO

Do you get to school on time? YES NO

Do you have good school attendance? YES NO

Do you use a calendar or planner to organize yourself? YES NO

Mark the words that describe you best:

- | | |
|--|------------------------------------|
| <input type="checkbox"/> a leader | <input type="checkbox"/> healthy |
| <input type="checkbox"/> friendly | <input type="checkbox"/> shy |
| <input type="checkbox"/> a team player | <input type="checkbox"/> helpful |
| <input type="checkbox"/> lazy | <input type="checkbox"/> patient |
| <input type="checkbox"/> quiet | <input type="checkbox"/> strong |
| <input type="checkbox"/> happy | <input type="checkbox"/> honest |
| <input type="checkbox"/> loud | <input type="checkbox"/> talkative |
| <input type="checkbox"/> hard working | <input type="checkbox"/> tired |
| <input type="checkbox"/> serious | <input type="checkbox"/> worried |

Mark the following things that you need help with:

- | | |
|--|---|
| <input type="checkbox"/> Reading short books | <input type="checkbox"/> Letter to a friend |
| <input type="checkbox"/> Fill in the blank questions | <input type="checkbox"/> Directions to someplace |
| <input type="checkbox"/> Essay questions | <input type="checkbox"/> Phone message |
| <input type="checkbox"/> Paying bills and bank records | <input type="checkbox"/> Job application |
| <input type="checkbox"/> Homework instructions | <input type="checkbox"/> Grocery list |
| <input type="checkbox"/> Restaurant menus | <input type="checkbox"/> Adding and Subtracting |
| <input type="checkbox"/> Newspapers and magazine articles | <input type="checkbox"/> Multiplying and Dividing |
| <input type="checkbox"/> Cooking directions | <input type="checkbox"/> Measurement for cooking |
| <input type="checkbox"/> True/False questions | <input type="checkbox"/> Using a calculator |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Figuring length of trips |
| <input type="checkbox"/> Work hours on time sheet | <input type="checkbox"/> Reading bus schedules |
| <input type="checkbox"/> Explain medical history and allergies | |

Mark the chores you know how to do and you do regularly:

- | | |
|---|--|
| <input type="checkbox"/> Cook | <input type="checkbox"/> Take out garbage |
| <input type="checkbox"/> Dishes (by hand or dishwasher) | <input type="checkbox"/> Wash, fold or put away clothes |
| <input type="checkbox"/> Clean bathroom and bedroom | <input type="checkbox"/> Grocery shop |
| <input type="checkbox"/> Make your bed | <input type="checkbox"/> Mow the lawn, rake leaves, garden |

After high school, what kinds of activities do you think you will do in your free time?

- Hang out with friends
- Watch Television
- Listen to music
- Enjoy hobbies (for example: gardening, collecting baseball cards, video games, etc.)
- Go to church or community activities
- Go to the mall or movies
- Do outdoor activities (for example: biking, hiking, fishing, etc.)

DIPLOMA CREDIT REQUIREMENTS AND ESSENTIAL SKILLS, 2014

Academic Subject	Regular Diploma	Modified Diploma	Extended Diploma
English/Language Arts	4	3	2
Mathematics	3	2	2
	<i>Content at Algebra I and above</i>		
Science	3	2	2
	<i>Scientific inquiry and lab experiences</i>		
Social Sciences	3	2 ¹	3
Physical Education	1	1	1
Health	1	1	1
Second Languages/ The Arts/Career and Technical Education (CTE)	3	1 ²	1
Electives	6	12 ³	
TOTAL CREDITS	24	24	12
Essential Skills	Reading	Reading	NA
	Writing	Writing	NA
	Math	Math	NA

Regarding students seeking a Modified Diploma, Section 20 of OAR 581-022-0615: Assessment of Essential Skills clarifies that, students seeking a Modified Diploma must meet the Essential Skills requirement. As described in OAR 581-022-0610: Administration of State Tests, Modifications, Pursuant to State and Federal Law, school districts and public charter schools may modify the achievement level, construct, or measured outcome of the OAKS or Work Sample Essential Skill assessment options for students on IEP or 504 Plans. For students NOT on IEP or 504 Plans, the modifications are limited to the Work Sample assessment options.

¹ **Social Sciences** may include history, civics, geography and economics (including personal finance).

² Second Languages/The Arts/Career and Technical Education (CTE) units may be earned in any one or a combination of courses.

³ School districts and public charter schools shall be **flexible in awarding the remaining 12 units of credit**. The credits must meet the needs of the individual student as specified in the **education plan** of the student with the expectations and standards aligned to the appropriate grade level academic content standards. These credits may include: (A) Additional core credits; (B) Career and Technical Education; (C) Electives; and (D) Career development.

High School and College for Students with Disabilities: Key Differences

HIGH SCHOOL

COLLEGE

Applicable Laws

- | | |
|---|---|
| <ul style="list-style-type: none"> ❖ Individuals with Disabilities Improvement Act (IDEIA) ❖ Section 504, Rehabilitation Act of 1973 ❖ IDEIA is about <i>Success</i> in school | <p>A.D.A. (Americans with Disabilities Act of 1990, Title II)
 Section 504, Rehabilitation Act of 1973 & ADA are about <i>Access</i> to facilities, programs & services</p> |
|---|---|

Required Documentation

- | | |
|--|--|
| <ul style="list-style-type: none"> ❖ Individual Education Program (IEP), 504 Plan, and Summary of Performance (SOP) ❖ School provides evaluation at no cost ❖ Documentation focuses on determining if student is eligible for services under one or more disability categories in IDEIA | <p>High school IEP and 504 Plans generally are not sufficient. Documentation guidelines specify information needed for documentation. Students must get evaluation often at their own expense. Documentation must provide information on specific functional limitations and demonstrate the need for specific services or accommodations.</p> |
|--|--|

Self-Advocacy

- | | |
|--|---|
| <ul style="list-style-type: none"> ❖ School staff identify the student as having a disability ❖ School staff have responsibility for arranging accommodations ❖ Teachers approach you if they believe you need assistance and might have a disability | <p>Student must self-identify to Disability Support Services staff, Learning Assistance Program (LAP) staff, or ADA/504 coordinator. Student has responsibility for self-advocacy and arranging accommodations. Professors can be open and helpful, but most expect students to initiate contact at the start of the semester.</p> |
|--|---|

Parental Role

- | | |
|---|--|
| <ul style="list-style-type: none"> ❖ Parent has access to student records and can participate in the accommodation process ❖ Parent advocates for student | <p>Parent does not have access to student records and can not represent the student without student's written consent. Students advocate for themselves.</p> |
|---|--|

Instruction

- | | |
|--|---|
| <ul style="list-style-type: none">❖ Teachers modify curriculum and alter assignments as outlined in IEP❖ Students are expected to read short assignments that are discussed in class❖ Students may need to read assignments more than once, often listening in class is enough | <p>Professors are not required to modify design or alter assignment deadlines</p> <p>Students are assigned substantial amounts of reading and writing which may not be directly addressed in class</p> <p>Students need to regularly review class notes and text material</p> |
|--|---|

Grades and Tests

- | | |
|--|--|
| <ul style="list-style-type: none">❖ IEP or 504 plan may include modifications to test format or grading❖ Testing is frequent covering small amounts of material❖ Makeup tests are usually available❖ Teachers often take time to remind students of assignments and due dates | <p>Grading and test format changes (e.g., multiple choice vs. essay) are generally not available. Accommodations in HOW tests are given (e.g., extended time, test proctors) available when supported by disability documentation.</p> <p>Testing is generally periodic and may be cumulative, covering large amounts of material</p> <p>Makeup tests are seldom an option; if they are, students are responsible for requesting them</p> <p>Professors expect students to read, save, and consult the course syllabus that describes course expectations, assignments and grading scale</p> |
|--|--|

Responsibilities for Studying

- | | |
|--|---|
| <ul style="list-style-type: none">❖ Tutoring and study support may be a service provided as part of an IEP or 504 plan❖ School staff often structure students' time and expected assignments <p>Students may study outside class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation</p> | <p>Tutoring generally DOES NOT fall under Disability Services' accommodation requirements. Students with disabilities must seek out tutoring resources available to all college students.</p> <p>Students structure their own time and assignments</p> <p>Students usually need to study at least 2 to 3 hours for each hour in class</p> |
|--|---|

Helpful General Information

- ❖ National Clearinghouse on Postsecondary Education for Individuals with Disabilities: <http://www.heath.gwu.edu>
- ❖ Vocational Rehabilitation (Contact the Voc Rehab agency in your county or state for information and assistance)
- ❖ Association on Higher Education and Disability: <http://www.ahead.org/>
- ❖ National Secondary Transition Technical Assistance Center: www.nsttac.org



Helpful General Financial Aid Information

- ❖ Financial Aid for Students through the US Department of Education's Office <http://www.ed.gov/index.jsp>
- ❖ The Financial Aid Information Page <http://www.finaid.org>



Source: Some of the text for this flyer courtesy of the University of North Carolina at Pembroke

POST SCHOOL OUTCOME (PSO) DATA COLLECTION



What is the PSO?

Collecting information about the work and school activities of students after they leave special education services is federally required for all states. This information also lets school districts improve their high school transition programs based on the results of this data collection. Oregon asks the school district to conduct follow up phone interviews with former students or their families.

What does it involve?

- Most districts ask the students to participate in an **Exit Interview** during their last year in the school district before moving on to adult life. This interview asks about plans for the future, and collects phone numbers, social media sites, or whatever contact information the student offers to the school districts to help them find you the following year.
- In the *spring* of the year after leaving, many districts send a **reminder post card** to former students to check on the best way to reach the student or a family member for the interview.
- One year out of school, the district may call the contact numbers to reach the student or a family member. The **follow up interview** will be conducted between *June and September* in the year following the student leaving school.
- Districts will use the information that is gathered to better understand the impact of district practices on the success of their students. Your input is valued, and used to help improve services for the students who follow you.

Timing of events:

- The Exit Interview can be any time during the final year of high school or attendance in a transition program. Adult students 18 and older and families of students under 18 must sign an agreement to participate to participate in the Exit Interview.
- Follow up interviews are conducted 12 months after you exit, sometime between **June and September**.
- A post card to notify you that the school district will be calling you to do an interview may be sent by your school district. A sample of the type of information that will be on that post card is provided on the next page.
- The interview will be conducted by phone and will take about 10 minutes. It contains questions about school or training experiences, and jobs or other work experiences in the 12 months after leaving school. A copy is included after the post card example.

Confidentiality:

Your information is entered online into a secure website and personally identifiable information is removed. Districts are provided with a summary report of the outcomes for their students, and the statewide results are summarized to meet the federal reporting requirements.

Example: Post Card Notification of Post School Outcome Data Collection

After you leave high school, you may receive a post card, like the one below, alerting you that your high school may be calling you to ask some questions. Please help your high school and fellow students, by taking 10 minutes to answer those questions.



The (insert School or district name) needs your help! We want learn from former students how we can improve high school transition services. You will receive a phone call that asks questions about what you have been doing since you left school, such as have you worked or gone to school? Answering the questions will take about 10 minutes.

Teachers will use answers from students like you to learn what they can do to help other youth get jobs and go to school after high school. To make sure you have a chance to answer the questions, please call xxx-xxx-xxxx to help the district find you or a family member who can help with this information. We want to hear from you: what you tell us is very important. Questions, contact your district or Pattie Johnson at johnsop@wou.edu

Status of telephone interview:	<input type="checkbox"/> Completed	<input type="checkbox"/> Not completed	<input type="checkbox"/> Refused	<input type="checkbox"/> Unable to find contact info
Person interviewed:	<input type="checkbox"/> Student	<input type="checkbox"/> Family member	<input type="checkbox"/> Other	SSID: _____
Name of interviewer:	_____		Number of attempts to contact:	_____
Position:	<input type="checkbox"/> Teacher/specialist	<input type="checkbox"/> Admin	<input type="checkbox"/> YTP	<input type="checkbox"/> Paraprof/Educ Assist
	<input type="checkbox"/> Secretary	<input type="checkbox"/> Other:	_____	

Telephone Interview - Special Education Students

Interviewer: suggested script has been provided for your use at <http://www.tcntransition.org/districtResources.php>

► **INTRO:** The questions cover activities related to education, jobs, and life in general. We will start with questions about school in the year since high school. **[QUESTIONS WITH '*' ARE REQUIRED FOR COMPLETE INTERVIEW.]**

POSTSECONDARY SCHOOL

*1. In the 12 months after leaving high school, did you ever attend any school, job training, or education program? If more than one program, use the one with the longest attendance or a completion certificate.

- ___ Yes
- ___ No *** skip to question #4
- ___ Don't know/No answer *** skip to question #4

***** shows you will need to skip to the question indicated**

*2. Please describe the type of training program or school. (Wait for answer, check box below, and read the option you selected, or the list of options; if it helps to be sure you marked the best choice.)

- ___ College or University (4 year)
- ___ Community or Technical College (2 year)
- ___ Vocational Technical School—less than a 2-year program
- ___ Short-term education or employment training program (WIA, Job Corps, etc.)
- ___ High school completion document - certificate (return to high school, Adult Basic Education, GED, etc.)
- ___ On a mission, AmeriCorps, in the Peace Corps, etc.
- ___ Other: (Specify, but will not count for engagement) _____
- ___ Don't know/No answer

The Follow-up Key lists Oregon 2 and 4 year colleges

*3. Did you complete an entire term / semester or complete a short term program?

- ___ Yes
- ___ No
- ___ Don't know/No answer

EMPLOYMENT

*4. In the 12 months after leaving high school, did you ever work?

- ___ Yes
- ___ No *** skip to question #10
- ___ Don't know/No answer *** skip to question #10

*5. Where is (was) the job? – . (Wait for answer, check box below, and read the option you selected, or the list of options; if it helps to be sure you marked the best choice.) **If more than 1 job, answer for job they held 3 months or more, at minimum wage**

- ___ In a company, business, or service with people with and without disabilities
- ___ In the military
- ___ In supported employment (paid work with services and wage support to the employer)
- ___ Self-employed
- ___ In your family's business (e.g., farm, store, fishing, ranching, catering)
- ___ In sheltered employment (where most workers have disabilities)
- ___ Employed while in jail or prison

Other (Specify- but will not count for engagement) _____
 Don't know/No answer

6a. What was the job title? _____

*6b. During the 12 months after leaving high school, did you work for a total of 3 months (about 90 days)? [NOTE: Days do not need to be in a row.]

Yes
 No
 Don't know/No answer

*7. Did you work, on average, 20 or more hours per week?

Yes
 No
 Don't know/No answer

*8. Were you usually paid at least minimum hourly wage? (**\$9.10 for 2014 in Oregon**)

Yes
 No
 Don't know/No answer

9. Did you receive the same benefits as your co-workers?

Yes *** skip to question #11
 No *** skip to question #11
 Don't know/No answer *** skip to question #11

[If student has **not gone to school or held any job** since high school]

10. Why haven't you worked since leaving high school? Wait for answer, check best option from list below.)

- | | | |
|--|--|--|
| <input type="checkbox"/> Haven't found a job (1) | <input type="checkbox"/> Baby/family (6) | <input type="checkbox"/> Need skills/help, trying (10) |
| <input type="checkbox"/> Medical reason (2) | <input type="checkbox"/> Drugs/alcohol (7) | <input type="checkbox"/> Other (11) |
| <input type="checkbox"/> Incarceration (3) | <input type="checkbox"/> No driver's license (8) | <input type="checkbox"/> In school (12) |
| <input type="checkbox"/> Don't want need to (4) | <input type="checkbox"/> Not old enough (9) | <input type="checkbox"/> Don't know/No answer (99) |
| <input type="checkbox"/> Disability (5) | | |

ADDITIONAL DATA

► We're almost done, these next questions cover additional things about your life after high school.

11. Do you have a driver's license? (Wait for response)

Yes
 No
 Learner's Permit
 Don't know/No answer

12. Where are you currently living?

- Family (1)
- Campus or military base (2)
- Independently or with a friend (3)
- Homeless (4)
- Foster place, group home (5)
- Jail (6)
- Other (7)
- Don't know/No answer (99)

13. I am going to read through a list of daily living activities and ask you whether you do that activity independently now.

ACTIVITY	DO YOU FEEL YOU CAN DO THIS INDEPENDENTLY? (1)
a. Money management (banking, bills)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
b. Grocery shopping	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
c. Housekeeping	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
d. Meal preparation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
e. Transportation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
f. Recreation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer

14. I am going to read through a list of agencies and ask you if you have received any assistance from any of them since you left high school. You may or may not have heard about all of them.

AGENCY	HAVE YOU RECEIVED ASSISTANCE?
a. (SSDI) Social Security Disability Insurance (SSI) Supplemental Security Income	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
b. Developmental Disabilities (brokerage service)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
c. (OVRs) Office of Vocational Rehabilitation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
d. (TANF) Temporary assistance for needy families	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
e. Oregon Trail Card – SNAP (Supplemental Nutrition Assistance Program)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
f. College Disability Services at a college or training program	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer
g. Loans, financial aid	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/No answer

15. What type of recreation activities do you participate in? _____

16. If you could tell your school one thing, what would you tell them (make a suggestion to help better prepare current students for life after high school)? *(Prompt: What was most helpful or could have been done better?)*
[Speak aloud as you write so student knows what is being recorded.]

Thank you for your help, the interview is done!
Interviewer: Be sure and fill out the information on the first page to complete the interview!

For technical assistance or questions, contact Pattie Johnson at 503-838-8779 or Sally Simich at 503-947-5639

ONLINE RESOURCES FOR STUDENTS AND FAMILIES

Interactive websites for transition planning from NSTTAC <http://nstattac.org/content/interactive-websites-transition-planning>

Transition Community Network

<http://tcntransition.org/> this Oregon site has resources to help find information about employment and post-secondary education. It also includes recreation resources, community & national resources, transitioning to adulthood, and resources to help while still in high school. There are sections for students and families, teachers, and school administrators.



Transition Community Network

Student resources:



Employment gives a list of resources for that can help you get a job in Oregon or in the military

Post-secondary Education includes helpful tips about college, trade schools, and Job Corps

Transition to adult life for students has lots of information about resources or ideas that will help you move into your adult life

While still in High School includes helpful ideas that will help you finish your high school career and start planning for adult life

Family Resources hopes to answer questions so that the family can support their students:

Information about employment helps a family support their students search for a job after high school

Community, Oregon or National Resources gives a list of resources that include needed services, healthcare, housing, assistive technology information, Oregon's information on special education from K-12, and many others

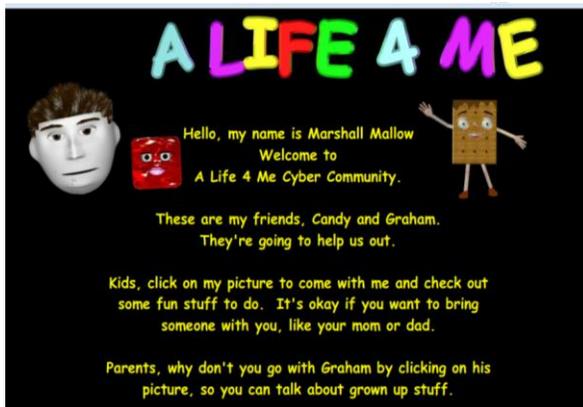
Information about the IEP lists resources that family needs to understand the process

Post-secondary education information gives the family some tools to help your student plan for education possibilities after high school

Help your student transition to adult life includes helpful tips for helping your student move to an adult life



A Life 4 me <http://www.alife4me.com/> from Virginia Commonwealth University



A Life 4 me provides information for students and parents useful in navigating the transition from school to life after school. The site allows students to match interests with jobs and gather information about volunteer or paid experiences.

About Me! <http://nstattac.org/content/about-me> This includes lessons developed for teaching self-awareness and self-advocacy

I'm determined http://www.imdetermined.org/transition_guide/ Self-Determination is all about you taking control of your life! Part of taking control is taking responsibility for your education, your goals and your future. Strategies to help you do this are listed on this site.

YouthHood.org <http://www.youthhood.org/index.asp> This Web site was built to help you plan for the future. What will you do after high school? Will you work? Go to college? Live in a place of your own? By using this Web site, you can plan for your future right now!