

Transition

Introduction and Purpose

A parent, a teacher, an adult service provider, and an employer all have the common goal of enhancing the success and independence of a son/daughter, student, or employee with autism. This guide provides suggestions to help ensure a smooth and successful transition from school to the post-school environment for the person with autism.

Why is transition planning crucial for the person with autism? People with autism often rely on familiar routines, familiar people, and familiar environments to understand the world around them. Because they have difficulties understanding, organizing, and using cues in functional ways, they need to be taught in each specific situation through a planned sequence. Change is usually difficult; new expectations are hard to understand, and anxiety is often high. External stimuli can be distracting, and it is often difficult to attend to the relevant cues. However, each person with autism is unique and the degree to which they will manifest particular symptoms or behaviors varies considerably. Thus, individualized planning is critical. Moreover, transition goals for each person will also vary. Success is enhanced by providing a longitudinal and functional school curriculum that teaches the person with autism the skills to live successfully with needed supports throughout their day, whether working, going to school, volunteering or engaging in other meaningful activities.

What is transition?

The passage from high school to adulthood is a major life transition. It begins with a functional and academic school program that prepares the student with the necessary skills for community living, work, and/or post-secondary education. Transition is successful when the person with autism is able to live and enjoy meaningful daily activities in the community identical to persons without autism, consistent with the individual's needs, wants and capabilities. Ideally the individual will enter employment and be integrated into community life or go into post-secondary education.

More people with autism are now living in their communities and attending local schools. Service providers and employers need to begin asking questions and perhaps shifting ways of thinking about some of the members of their community. Although service providers, employers, and members of the community may not be parents of individuals with autism, they are still responsible for helping these people become as successful and independent as possible. It is not the sole responsibility of parents to advocate and struggle for the rights of their children with autism, especially when they become adults. We need to begin thinking in terms of partnerships and ownership, including self-determination and ownership for youth with autism themselves and the well-being of our community as a whole; only then can we work together as a cohesive unit with a common goal.

Transition from school to work can be thought of as a three step process, (Wehman, Kregel, Barcus, & Schalock, 1986) that includes: (a) longitudinal educational programming, (b) formal planning for the movement from school to employment and/or post-secondary education, and (c) the creation of multiple, meaningful employment options and/or post-secondary education. Similar stages occur for transition to other goals (e.g., establishing housing apart from family of origin, meaningful day activities other than work).

An appropriate educational program is the **foundation** of a successful transition and is made up of a functional curriculum in an integrated school environment with community-based instruction, in addition to academic instruction focused on high expectations that are relevant for the student. A

functional curriculum addresses the development of skills appropriate to the specific goals. For example, for those with a goal of working, the curriculum might focus on communication, rate and production, accuracy and quality, social skills, and socially appropriate behaviors. Formal planning for the movement from school to the specific goal(s) (i.e., employment, post-secondary education) is the **process** of transition and is comprised of individualized plans that formalize transition responsibilities and ensure adequate planning. Consumer input from the parents and students, as well as from interagency cooperation, are vital components of the process. The creation of multiple, meaningful employment, post-secondary education or other non-work options represent the **outcome** of the transition.

A successful transition leads to achievement of the specific individualized goals, such as employment in the community. The type of goal will vary. For example, depending upon the needs for supports, the individual with autism can work in individualized supported employment, enclaves in industry, mobile work crews, and bench work jobs (Mank, Rhodes, & Bellamy, 1986), with individualized supported employment representing the most inclusive and typical form of employment. Students with autism who go on to 2- and 4-year college programs may also enter other types of careers commensurate with their educational preparation.

Why each person is an important participant?

An **individual** with autism is the consumer of services. Participation in meetings concerning transition is based upon the person's strengths and interests. The individual with autism can participate in possible activity choices by a review of responses to past experiences and/or by incorporating meaningful information into meetings. Students can also have a vital role in selecting their own transition goals, and the strategies and supports that will help them achieve those goals. Student participation in transition planning means having a voice in a critical moment in planning one's future (Test, Mason, Hughes, Konrad, Neal, & Wood, 2004; Thoma & Wehman, 2010).

Parents are the most informed and knowledgeable persons about their child. Parents' participation in the transition process with teachers and adult service providers is important not only as advocates but also as consumers of services on behalf of their son or daughter ((Kucharczyk et al., 2015; Wehman, Kregel, Barcus & Schalock, 1986).

A **teacher** is vital in providing an effective functional curriculum that will prepare the student for post high school life. Collaboration with parents and adult service providers will ensure a smooth transition without interruption (Dalrymple & Angrist, 1986; Kucharczyk et al., 2015; Wehman, Kregel, Barcus, & Schalock, 1986).

The **adult service provider** is key in providing options for services after high school and ensuring their availability. Commitment to and support for the client must be long-term. Respect, knowledge, and belief in the success of the individual are vital.

Community partners are also crucial (e.g., employer, landlord, neighbors). For example, an **employer** is crucial for providing the opportunity for the employee with autism to obtain success and independence in the workplace. The employer acts as a bridge between the person with autism and the community. Willingness to help those with severe disabilities lead a more meaningful life and demonstrate their successes will cause attitudes of others to change and improve.

What to do after high school?

There are many possibilities for what an individual with autism can do after leaving high school. These options depend a great deal on the interests, goals, desires, and skills of the individual. While a few of these possibilities will be discussed below (with a focus on work and education) these are not the only potential options, and great care should be taken to ensure that the individual with autism is consulted and involved in the planning of the student's life after high school.

Employment

For those with an employment goal, there are several possible services that might be helpful. Supported employment is a service in which personalized, integrated employment opportunities are developed for people with disabilities, at regular pay for the job that is performed. Supported employment will provide these individuals with the services and supports they need to obtain and maintain competitive employment (Indiana Office of Vocational Rehabilitation Services, 2006).

In Indiana, the Office of Vocational Rehabilitation Services will determine if an individual with a disability meets the eligibility requirements for supported employment services. If found to be eligible, individuals are then referred to supported employment providers who will provide the supportive services determined to be necessary for that particular individual and job placement. To begin the application process you can call the Indiana Office of Vocational Rehabilitation Services in Indianapolis at 317-232-1319 or toll free at 1-800-545-7763.

Values of Supported Employment

Supported employment requires the belief in two principles. First, one must value integrated works for persons with autism. Second, one must recognize that even though jobs can't be guaranteed, supported employment must proceed (Gardner, Chapman, Donaldson, & Jacobson, 1988). No one is assured that a job lasts forever; however, most people still continue working in the community. They may retain and look for new jobs or may be able to secure another job using networking and supports. Supported employment also reinforces the notion of individuals seeking job *advancement* – that is, pursuing a career path. As a young adult with autism develops his skills and gains new job experiences, that individual – like all of us – may want to seek additional opportunities in his work!

Education After High School

There are several different directions an individual can take if they want to continue their education after high school. In Indiana, students can attend a college or university to earn an associate or bachelor's degree that can lead to a career. Students may also attend a local community college campus of the Indiana Vocational Technical College System where continued education can be in the form of an associate/bachelor's degree or a vocational certification. No matter what form of education a student chooses to pursue after high school, planning for that choice must begin before a student graduates to ensure the high school curriculum is structured in a way that prepares the student for their choice of education. You can discuss your child's educational options with the teacher who oversees the student's IEP (individualized education plan) or contact the Office of Special Education of the Indiana Department of Education at 317-232-0570 or toll free at 877-851-4106.

If a student with autism decides to continue their education at a college or university, they can still receive some support from the office of disability services at that particular college or university. However, it is important to know that disability services in higher education are different from those provided in high school and each college will have certain criteria the student must meet to be eligible to receive these services. Listed below is contact information for offices that support students with disabilities at some of the universities in Indiana.

Ball State University

Disability Services: 765-285-5293

<https://www.bsu.edu>**Butler University**

Disability Services: 317-940-9308

<https://www.butler.edu/>**Indiana State University**

Student Support Services: 812-237-2700

<http://www.indstate.edu/>**Indiana University Bloomington**

Disability Services for Students: 812-855-7578

<https://www.indiana.edu/>**Indiana University East**

Student Support Services: 765-973-8310

<http://www.iue.edu/>**Indiana University Kokomo**

Career and Accessibility Center: 765-455-9301

<http://www.iuk.edu/>**Indiana University Northwest**

Disability Resources: 219-980-6705

<http://www.iun.edu/>**Indiana University South Bend**

Disability Support Services: 574-520-4460

<https://www.iusb.edu/>**Indiana University of Southeast**

Disability Services: 812-941-2243

<https://www.ius.edu/>**Purdue University**

Disability Resource Center: 765-494-1247

<http://www.purdue.edu/>

Responsibilities for the Transition Process

The following list provides an explanation of the responsibilities for each party involved in the transition process.

Adult Service Provider Responsibilities:

1. Identify a person to be the primary liaison with schools.
2. Work with schools to develop plans specific to transition goals, e.g., supported employment.
3. Orient staff to goals/operation of school system.
4. Work with schools to develop forms/data systems appropriate to the student with autism to substitute for traditional agency evaluation procedures.
5. Work with schools and post school agencies to develop cooperative information systems.
6. Collect and publish data on outcomes experienced by individuals in services/programs.
7. Begin involvement with students three years before last year of school.
8. Take formal application for services (e.g., VR) no later than beginning of last semester of student's last year of school.

School Responsibilities:

1. Work with adult agencies to develop forms and information systems to substitute for agency evaluation procedures.
2. Provide staff orientation to adult agency provider.
3. Modify existing staff positions to support training consistent with student's individualized transition goals.
4. Identify a person to coordinate program.
5. Develop program materials and necessary forms.
6. Develop a bank of training sites in the community (e.g., work, volunteer, day activities).
7. Develop a system to collect graduate follow-up information.
8. For those with a specific work goal:
 - a. By two years before student's projected exit from school, provide school information to VR with parent permission.
 - b. Develop resume to be sent annually to OVR.
 - c. Initiate OVR referral for formal application.

**An abridged version of the school and vocational rehabilitation responsibilities is provided on pages 9-11*

Parents/Advocates Responsibilities:

1. Participate in as many IEP meetings as possible and participate in making decisions regarding transition training, integrated classes, and all aspects of your child's program plan.
2. Sign release of information for information exchange with agencies early in the process, e.g., for OVR, by end of student's sophomore year.
3. Monitor the educational/transitional process (e.g. school and OVR responsibilities).
4. Complete formal application for services as early as appropriate but no later than last semester of student's last year of school.

Transitioning Student Responsibilities:

1. Identify, with support from the other team as needed, his or her own interests, strengths, and potential vocational goals (goals can apply to employment, post-secondary education or both)
2. Identify, with support from the other team members as needed, supports and strategies that will help him or her learn best, and achieve the transition goals.
3. Assist in monitoring his or her progress towards his or her goals.
4. Seek opportunities to build his or her resume (including coursework, job experiences, extra-curricular activities) in preparation for work and/or post-secondary education.

(The list of responsibilities was in part adapted by Parents' Alliance For Transition – a component of the Community Integration Resource Group at the Institute for the Study of Developmental Disabilities & The Task Force on Education for the Handicapped (1990), Indiana Family and Social Services Administration-Vocational Rehabilitation Services policy and procedures on Transition Services (2004), and 10 Things High School Students with Disabilities Need to Know about Transition Services from the Kentucky Office of Vocational Rehabilitation (2009).)

School and Vocational Rehabilitation Responsibilities

(Based on the Indiana Family and Social Services Administration-Vocational Rehabilitation Services policy and procedures on Transition Services (2004) and the Indiana House Act 1231 and the Cooperative Agreement between Indiana State Agencies regarding Transition Services)

If OVR will be involved in the student's transition process, before January 1 of the year that is three years before the student's last school year (usually freshman year) the process must begin.

School Corporation:

1. At the Case Conference/Annual Case Review Meeting, the students are identified who are likely to benefit from adult services. People with autism are likely to benefit.
2. The local rehabilitation counselor is notified to attend the above stated Case Conference/Annual Case Review Meeting.
3. By end of sophomore year, give the student/parent "consent to release information" form to transfer student's school information to OVR. Also provide information to the student/parent prepared by OVR describing adult services.

If the Consent Form is Signed and Received by the School Corporation by March 1, the

School Corporation:

1. Transfers information to local vocational rehabilitation counselor before April 1. If consent is returned after March 1, school transfers information within 30 days.
2. Keeps OVR updated on changes in IEP, etc., and send annual resume.
3. Schedules activity to enable OVR counselor and parents to meet about OVR services.
4. Provides services according to Federal and State Laws.
5. Initiates referral for formal application of VR services by next-to-last school year.

Vocational Rehabilitation:

1. Receives information from school corporation.
2. Assigns local VR counselor.
3. Sends written response to parents and school reiterating information received and providing additional information about VR services.
4. Attends IEP conferences.
5. Serves as advocate/consultant to student and family.
6. During junior school year (or as early as appropriate), takes formal application for services.
7. Provides on-going adult services to those who meet eligibility for VR services during the next to last school year.

What Does the Office of Vocational Rehabilitation Do?

The Office of Vocational Rehabilitation (OVR) may be responsible for vocational services for students who have:

1. graduated from, or
2. opted to terminate (with parental consent before age 17) her/his program of secondary education, or
3. been determined by the Case Conference Committee to no longer benefit from the Special Education program, or
4. a determination by the OVR Counselor that it is in the best interest of the student for OVR to assist in the acquisition and support of a community-based placement in an integrated setting to ensure the student's transition from school to work,

and meet the following OVR eligibility criteria:

1. An individual must have a physical, mental, or emotional disability:
 - a. which materially limits/contributes to limiting an individual's activities or functioning, and
 - b. which, for the individual, constitutes or results in a substantial handicap to employment by directly or indirectly preventing her/him from obtaining, retaining or preparing for employment consistent with her/his capacities and abilities, and
2. There must exist a reasonable expectation that vocational rehabilitation services will benefit the individual in becoming employable.

For eligible individuals the following services may be authorized:

1. Vocational counseling and guidance.
2. Medical treatment to correct or modify the physical or mental to employment
3. Training that could include vocational school, college, on-the-job training or other training as appropriate.
4. Placement in suitable employment and follow-up services
5. Other planned goods and/or services determined necessary to help the individual prepare for, enter, engage in, or retain employment.

(from the Website of the Indiana Family and Social Services Administration-Vocational Rehabilitation Services)

To apply and make an appointment with a vocational rehabilitation counselor, call the Indiana Office of Vocational Rehabilitation Services at 317-232-1319 or toll free at 1-800-545-7763.

Responsibilities: The Transition Planning Timeline

Many persons play key roles in the transition phase. Roles for each key person may vary for your youth's transition planning timeline as each student's individual post-high school goals will be different. The following chart provides a quick reference.

H.S. Freshman IEP 14-15 years	Sophomore IEP 16-17 years	Junior IEP 17-18 years	Senior IEP 18+ years
School:			
Suggest IEP goals			Complete resume or applications to colleges
Select integrated courses			Continue development of academic, job, and/or independent living skills
Identify freshman training experiences	Review/select job to sample	Identify final job (if transition goal is to work)	Build job supports (if transition goal is to work)
Develop initial resume	Update resume	Update resume, forward to VR and employer, if applicable	Begin transfer from job coach to VR, if applicable
Recommend length of stay in high school/ include in IEP	Review length of stay in H.S.	Initiate VR referral, if applicable	
Invite key players (depends on goals, e.g. VR, representative from a college, staff from residential or independent living facility) and set up appts. for referrals		Develop academic, job, and/or independent living skills needed to achieve goals	
Send school information to VR, if applicable	Send school information to VR, if applicable	Build job supports Target paid employment sites	

H.S. Freshman IEP 14-15 years	Sophomore IEP 16-17 years	Junior IEP 17-18 years	Senior IEP 18+ years
Parents:			

Participate in IEP process			
Sign release of information for VR, if applicable		Make formal application for OVR	
Sign release of information to adult service providers or residential or independent living centers, if applicable		Begin formal application to adult service providers or residential facilities	
Apply for Medicaid waivers, if application process has not already started		Apply for social security benefits, social security disability insurance (if applicable) and Medicaid.	Register to vote Register for the draft (if male, regardless of level of functioning)
		If not eligible for Medicaid, review health insurance options	Apply for supported living, vocational and day programs, if applicable

(The list of responsibilities was in part adapted from Parents' Alliance For Transition – a component of the Community Integration Resource Group at the Institute for the Study of Developmental Disabilities & The Task Force on Education for the Handicapped (1990), Indiana Family and Social Services Administration-Vocational Rehabilitation Services policy and procedures on Transition Services (2004), and 10 Things High School Students with Disabilities Need to Know about Transition Services from the Kentucky Office of Vocational Rehabilitation (2009).)

Responsibilities: The Transition Planning Timeline

The key agencies that will be involved in the transition process will differ depending on the post-high school goals for your youth. For example, if the goal is to begin working directly after high school then the Office of Vocational Rehabilitation Services will likely be

involved. Below is an example of a timeline for Vocational Rehabilitation Services and their responsibilities during the transition process.

H.S. Freshman IEP 14-15 years	Sophomore IEP 16-17 years	Junior IEP 17-18 years	Senior IEP 18+ years
Vocational Rehabilitation Services:			
Create file/database of students in transition	Update database of people in transition	Receive formal application for OVR services	Assume service responsibilities
Attend IEP conference		Refer student to supported employment	Serve as advocate
	Review progress		

Responsibilities: The Transition Planning Timeline

H.S. Freshman IEP 14-15 years	Sophomore IEP 16-17 years	Junior IEP 17-18 years	Senior IEP 18+ years

Related Federal Laws

Individuals with Disabilities Education Act (IDEA)

Originally passed in 1975 as PL-94-142, the *Individuals with Disabilities Education Act (IDEA)* is a federal law that ensures that all children with disabilities are provided free appropriate public education services. For children and youth aged 3 to 21, these services are provided by the public school system and are intended to meet the unique needs of these students to prepare them for independent living, employment, and/or continued education (American Psychological Association, n.d.). IDEA requires that a written Individualized Education Program (IEP) is created for each student. The IEP specifies both the measurable goals for the student, as well as the services that are to be provided by the school.

To qualify for special education under IDEA, a child:

1. Must be between age 3 and 21
2. Must receive an evaluation to gather relevant functional and developmental information
3. Must meet one of the disability categories identified in IDEA (which includes autism)
4. Or may receive services under the term “developmental delay” if under 9 years of age.

Under IDEA, schools are required to provide a full evaluation; however, written consent from the student’s parent or guardian must be provided prior to the initial evaluation. Parents or guardians may request an Independent Educational Evaluation if they disagree with the evaluation completed by the school.

Since IDEA’s original passage as the *The Education for All Handicapped Children Act of 1975* (P.L. 94-142), this law has set forth the national policy that education must be extended to children with disabilities as their fundamental right. This law was based on the premise that all individuals must be educated in order to become self-sufficient and to survive in society. The goals of P.L. 94-142 were to:

1. Provide a free and appropriate public education to all children with handicapping conditions.
2. Provide individuals with exceptional needs with an education in the least restrictive environment based on individual needs.

The provision of services by P.L. 94-142 included these conditions, which remain in effect today:

1. Each individual with exceptional needs is guaranteed a culturally unbiased, valid assessment.
2. Each individual with exceptional needs is to have an Individualized Education Program (IEP).
3. Due process procedures have been established to ensure parent and child rights.

Individuals with Disabilities Education Act Amendments of 2004 (PL 108-446)

This most recent re-authorization of IDEA defines “transition services” as:

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult service, independent living or community participation. The coordinated set of activities shall be based upon the individual student’s needs, taking into account the student’s preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (p. 2).

IDEA also requires that *beginning no later than for the IEP that is in effect when the student turns 16 and annually thereafter*, that the IEP contain the following:

- 1) Appropriate, measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
- 2) The transition services (including the course of study) needed to assist the child in reaching those goals.

Rehabilitation counseling, parent counseling and training, and social work services are all included in the definition of “related services” Under IDEA. Autism is itself included as a separate category of eligibility under IDEA.

Workforce Investment Opportunity Act (WIOA)

This federal legislation was signed into law in July 2014. WIOA replaces the Workforce Investment Act of 1998 (WIA) and amends the Rehabilitation Act of 1973 (Rehabilitation Act). WIOA places a much stronger emphasis upon *transition of youth with disabilities* (defined as students with either Individualized Education Programs or 504 Plans), including students with significant intellectual and developmental disabilities and students with autism spectrum disorders.

Specifically, WIOA requires that Vocational rehabilitation agencies make “pre-employment transition services” available to all students with disabilities (including those with IEPs or 504 Plans), and that state VR agencies “set aside at least 15 percent of their Federal VR program funds to provide pre-employment transition services to assist students with disabilities make the transition from secondary school to postsecondary education programs and competitive integrated employment” (U.S. Department of Education, 2014).

OVR is required to provide the following pre-employment training services under WIOA:

- Job exploration counseling
- Work based learning experiences
- Counseling on post-secondary educational opportunities
- Workplace readiness training to develop social skills and independent living skills
- instruction on self-advocacy

Federal Americans with Disabilities Act

The Americans with Disabilities Act (ADA) was signed into law July 26, 1990. The purpose of the ADA is to extend to people with disabilities civil rights similar to those now available on the basis of race, color, sex, national origin, and religion through the Civil Rights Act of 1964. It prohibits discrimination on the basis of disability in the private sector and in state and local governments, public accommodations and services, including transportation, provided by public and private entities.

The ADA applies to all businesses employing 15 or more individuals. ADA employment provisions apply to employers, employment agencies, labor organization, or joint labor-management committees.

ADA requires equal opportunity in selection, testing, and hiring of qualified applicants with disabilities and equal treatment in promotion and benefits similar to other civil rights legislation. ADA requires reasonable accommodation for workers with disabilities when such accommodations would

not impose “undue hardship.” Reasonable accommodation is a concept already familiar to and widely used in today’s workplace.

Indiana State Education Laws

Indiana State Board of Education – Special Education Rules **Title 511 Article 7, Rules 32-49**

The Indiana State Board of Education states a "Free appropriate public education" will provide special education and related services that meet several criteria. Special education and related services:

- 1) are provided at public expense, under public supervision and direction, and at no cost to the parent
- 2) meet the standards of the state educational agency, including the requirements of this article;
- 3) include an appropriate early childhood education, elementary education, or secondary education in the state involved;
- 4) are provided in conformity with an IEP that meets the requirements of this article; and
- 5) include the award of credit and diploma for completion of academic requirements to the same extent the credit is awarded to students without disabilities.

In Indiana, the Individualized education program, also known as IEP, is a written document for a student who is eligible for special education and related services. It is written, developed, reviewed, and revised by the Case Conference Committee (CCC) and describes:

- 1) The strengths of the student.
- 2) The concerns of the parent for enhancing the education of the student.
- 3) The results and instructional implications of the initial or most recent educational evaluation and other assessments of the student.
- 4) The: (A) academic; (B) developmental; (C) communication; and (D) functional; needs of the student, which includes the special education and related services needed to participate in the educational environment.
- 5) How a student will access the general education curriculum, if appropriate.

A document that is specific to transition planning is known as a transition IEP. The transition IEP will be in effect when the student enters grade 9 or becomes fourteen (14) years of age, whichever occurs first, or earlier if determined appropriate by the CCC. A transition IEP will include information about the following:

- 1) A statement of the student’s present levels of academic achievement and functional performance, including the following:
 - a. How the student’s disability affects the student’s involvement and progress in the general education curriculum.
 - b. Information from age appropriate transition assessments of strengths, preferences, and interests.
- 2) Appropriate measurable post-secondary goals, based upon age appropriate transition assessments that are related to training, education employment and independent living skills, if appropriate.
- 3) Documentation of whether the student will pursue a high school diploma or certificate of completion.
- 4) Services needed to assist student in reaching postsecondary goals, including individuals and agencies that will provide the services.

- 5) If appropriate, documentation showing the CCC and public agency reviewed and/or presented written information to the parent and student, regarding adult services that are available to help student transition from high school to adult life.
- 6) A statement of measurable annual goals, including academic and functional goals designed to support and align with the student's post-secondary goals, that meet the student's needs.
- 7) A description of the student's progress toward meeting the post-secondary and annual goals.
- 8) A description of the special education and related services to be provided to enable the student to meet the post-secondary and annual goals and be involved in extracurricular and nonacademic activities with both nondisabled students and students with disabilities.
- 9) An explanation of the extent, if any, to which the student will not participate with nondisabled students in general education, extracurricular, and nonacademic activities.
- 10) A statement about the student's participation in statewide and local assessments of student achievement.
- 11) When any services and modifications will begin and the length, frequency, location and during of these services and modifications.
- 12) Courses of study needed to achieve post-secondary goals.
- 13) A statement of the student's need for extended school year services.
- 14) Identification of placement in the least restrictive environment.
- 15) A statement that the student and parent have been informed by no later than one year before the student becomes eighteen (18) that parent's rights will transfer to the student at age 18.

Due Process Protections

Due process is the constitutional right to appeal any decision regarding assessment, identification, and placement or the provision of a free, appropriate public education. Many of the rights listed above are protected under DUE PROCESS.

Both a parent and a student who has reached the age of majority (age 18) are guaranteed and may initiate procedural due process protections in any decision regarding, and resulting from, the pupil's identification as an individual with exceptional needs.

What due process protections are included for parents and students?

1. The student's assessment and the implementation of the IEP.
2. The denial, placement, transfer, or termination of the pupil in a special education or related service program.

When is due process appropriate?

As a legal procedure, due process is a serious and complex matter. Any decision to pursue due process should be preceded by all other means to resolve the issues (Hegenauer, Marinoble, Reifman, & Patton, 1987), including mediation and dispute resolution, if at all possible.

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