

**FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
SUMMARY OF PERFORMANCE TEMPLATE**

Part 1: Background Information

Student Name: _____ **Date of Birth:** _____ **Year of Graduation/Exit:** _____

Address: _____
(Street) (Town, state) (Zip code)

Telephone Number: _____ **Primary Language:** _____

Current School: _____ **City:** _____

Student's primary exceptionality: _____

Other exceptionality(ies), if applicable: _____

When was the student determined eligible for exceptional student education? _____

If English is not the student's primary language, what services were provided for this student as an English language learner?

Date of most recent IEP or most recent 504 plan: _____ **Date this Summary was completed:** _____

This form was completed by: Name: _____ **Title:** _____

School: _____ **E-mail:** _____ **Telephone Number:** _____

Please check and include the most recent copy of assessment reports you are attaching which clearly identify the student's disability or functional limitations and/or will assist in postsecondary planning:

- | | |
|--|--|
| ☐ Psychological/cognitive | ☐ Response to Intervention (RTI) |
| ☐ Neuropsychological | ☐ Language proficiency assessments |
| ☐ Medical/physical | ☐ Reading assessments |
| ☐ Achievement/academics | ☐ Communication |
| ☐ Adaptive behavior | ☐ Behavioral analysis |
| ☐ Social/interpersonal skills | ☐ Classroom observations (or in other settings) |
| ☐ Community-based assessment | ☐ Career/vocational or transition assessment |
| ☐ Self-determination | ☐ Assistive technology |
| ☐ Informal assessment: _____ | |
| ☐ Informal assessment: _____ | |
| ☐ Other: _____ | |

Part 2 – Student's Postsecondary Goal(s)

1.

2.

3.

Part 3 – Student Input (Highly Recommended)

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

- A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

- B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

- C. Which of these accommodations and supports has worked best for you? Why do you think they worked best?

- D. Which of these accommodations and supports have not worked? Why do you think they did not work?

- E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

- F. What areas do you think you need to improve upon (communication, self-advocacy, study skills, etc.)?

Part 4 – Summary of Performance (Complete all that are relevant to the student.)

ACADEMIC CONTENT AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	<u>Essential</u> accommodations or modifications, and/or assistive technology utilized in high school, and why needed.
Reading (Basic reading/decoding; reading comprehension; reading speed)		
Math (Calculation skills, algebraic problem solving; quantitative reasoning)		
Written Language (written expression, spelling)		
Learning Skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)		

FUNCTIONAL AREAS	Present Level of Performance (strengths and needs)	<u>Essential</u> accommodations or modifications and/or assistive technology utilized in high school and why needed.
Social Skills and Behavior (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner, emotional or behavioral issues related to learning and/or attention)		
Independent Living Skills (Self-care, leisure skills, personal safety, transportation, banking, budgeting)		
Environmental Access/Mobility (assistive technology, mobility, transportation)		

FUNCTIONAL AREAS (continued)	Present Level of Performance (strengths and needs)	Essential accommodations or modifications and/or assistive technology utilized in high school and why needed
Self-Determination Self-Advocacy Skills (Ability to identify and articulate postsecondary goals, learning strengths and needs; independence and ability to ask for assistance with learning)		
Career-Vocational/Transition/ Employment (Career interests, career exploration, job training, employment experiences and supports)		
Additional considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance)		

Part 5 – Recommendations to assist the student in meeting postsecondary goals

Suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services to enhance access in the following **post-high school** environments (only complete those relevant to the student's postsecondary goals).

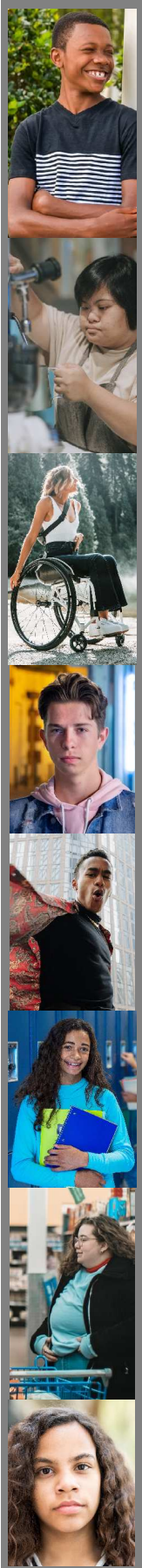
Education and Training	
Employment	
Independent living	

I have reviewed and agree with the content of this Summary of Performance.

Student Signature: _____ Date: _____

This template was adapted from the template developed by the National Transition Documentation Summit © 2005 including representation from the Association on Higher Education and Disability (AHEAD), the Council for Exceptional Children's Division on Career Development and Transition (DCDT), and Division on Learning Disabilities (DLD), the National Joint Committee on Learning Disabilities (NJCLD), the Learning Disability Association (LDA) and the National Center on Learning Disabilities (NCLD). It was based on the initial work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker. It reflects the contributions and suggestions of numerous stakeholders in professional organizations, school districts and universities particularly the Connecticut Interagency Transition Task Force. It is available to be freely copied or adapted for educational purposes.

Considering Age of Majority, Transfer of Rights and Decision-Making Options



Age of Majority and Transfer of Rights

According to the Individuals with Disabilities Education Act (IDEA), the transfer of parental rights can take place "when a child with a disability reaches the age of majority under State law which applies to all children (except for a child with a disability who has been determined to be incompetent under State law)." In Florida, individuals reach the age of majority and receive the transfer of their rights at age 18 (Section 743.07, Florida Statutes (F.S.)).

Students Turning 18 - What to Expect

Preparing students for decision-making about their lives is a powerfully important process. Federal and state requirements include the following:

1. At the age of 18, students will have the right to make educational decisions.
 - At least one year prior to a student turning 18, the student and parents must be notified that the transfer of rights to the student will occur at age 18. This must be done no later than the student's 17th birthday and must be documented in the individual education plan (IEP).
 - A separate notice will be provided to the parents and student closer to, but still prior to, the student's 18th birthday.
 - Additionally, House Bill (HB) 19 (2023) amends S. 1003.5716, F.S. to indicate the school district will provide "information and instruction to the student and his or her parent on self-determination and the legal rights and responsibilities regarding the educational decisions that transfer to the student upon attaining the age of 18. The information must include the ways in which the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including:
 - Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in s. 1002.22.
 - Powers of attorney as provided in Chapter 709, F.S.;
 - Guardian advocacy as provided in s. 393.12, F.S; and
 - Guardianship as provided in Chapter 744, F.S." ([HB 19 \(2023\) Individual Education Plans](#)).
2. Eligibility for Supplemental Security Income (SSI) benefits will be re-determined using an adult disability standard (usually in the month before the 18th birthday).
3. "Health insurance may change. Florida law requires dependent coverage to be offered until the dependent is age 30. Adults whose health insurance covers youth should check their policies" (Disability Rights Florida, n.d.).
4. Students receive the right to vote and must register by mail or online with the state. One must turn 18 by election day to be eligible to vote in that election, but registration can be completed at age 16 and after ([Disability Rights Florida](#)).
5. All males are required to register for military service within 30 days of turning 18. There is not a general exemption from registration based on mental or physical condition, but there are certain criteria that can provide exemption. Find out more - Exemption from Selective Service Registration at <https://www.sss.gov/faq/>.

Decision-Making Alternatives: Choosing the Best Option with My Child

Florida legislation provides a system that permits persons with disabilities to participate in decision-making to the fullest extent possible.

Least Restrictive Choice

Mid-Range Choices

Supported Decision-Making

Supported decision-making (SDM) is making one's own decisions with the option to get support from a group of trusted family members, friends and/or professionals. With this model, an individual can choose to make the decisions he/she wishes to make and choose to access assistance where needed. Francisco and Martinis explain, "[Supported decision-making] is just a fancy way of describing how we all make choices. We all need help making decisions, every single day."

<https://supportmydecision.org/assets/tools/Supported-Decision-Making-Teams-Setting-the-Wheels-in-Motion.pdf> SDM pilot projects are being conducted in multiple states, including Florida.

Banking Services

A power of attorney that specifies the agent has the authority to conduct **banking transactions** on behalf of the person includes the following: establish, continue, modify, or terminate a banking account; contract for services available from a financial institution; withdraw money or property of the principal deposited with or left in the custody of a financial institution. (Section 709.2208, F.S.)



Power of Attorney

A **Power of Attorney** is a legal document through which a person gives someone (agent) the authority to act on his/her behalf, and the individual maintains the right to act on behalf of himself/herself. A **Durable Power of Attorney** is when the authority to act on the person's behalf does not end if the person suffers mental incapacity at some point in the future. (Section 709.2102, F.S.)

Advance Directives

Advance Directives are witnessed, written documents or oral statements that express a person's desires concerning health care. A **Living Will** is an advanced directive that expresses a person's instructions regarding life-prolonging procedures. A **Health Care Surrogate** is an advanced directive in which a person designates someone to make health care decisions and apply for health care benefits. (Section 744.3115, F.S.)

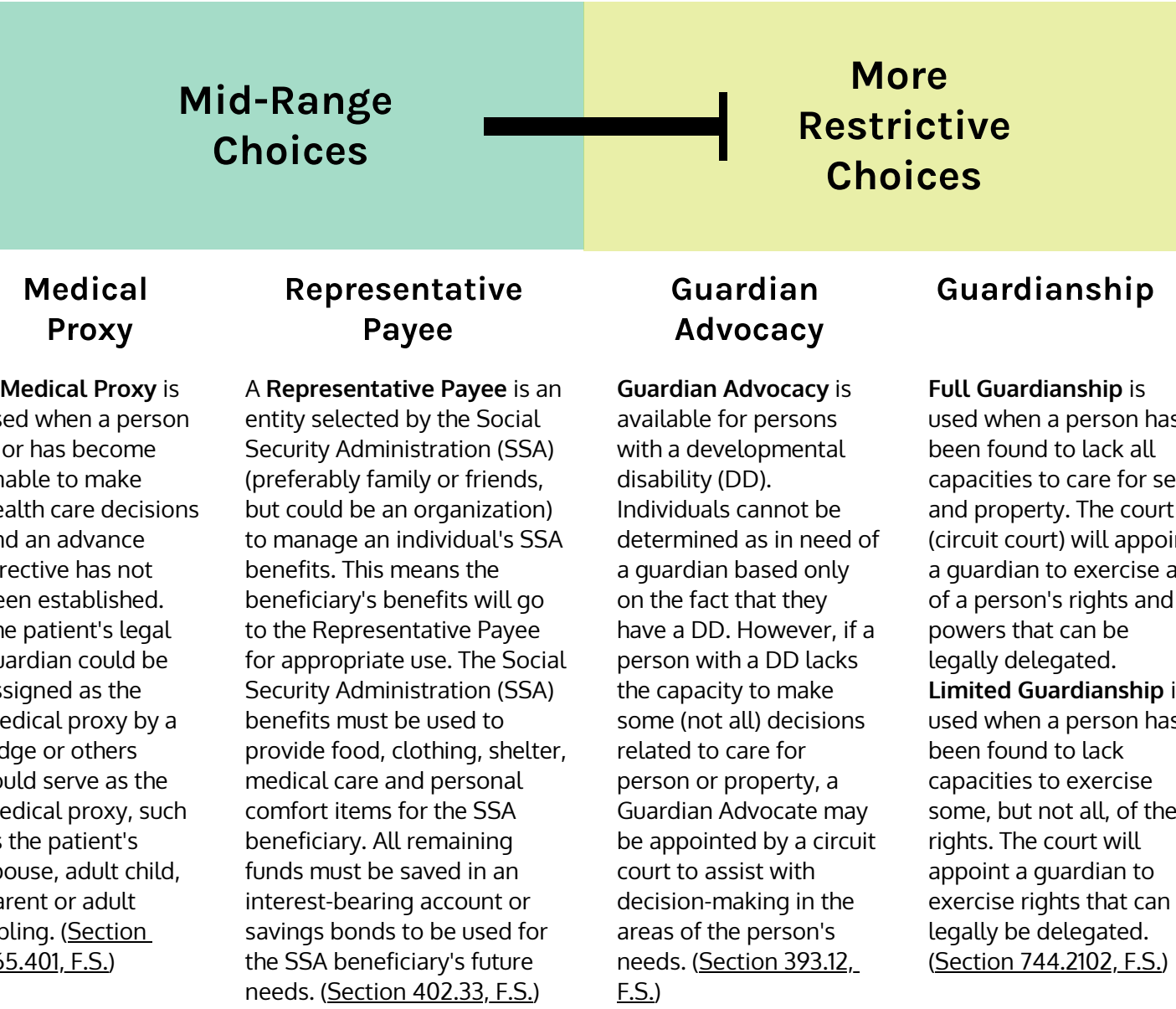
Trusts

A legal document called a **Trust** can be used to give someone the authority to manage the property of a person who needs or wants assistance. A **Special Needs Trust** assists a person with a disability to maintain needs-based benefits, such as medicaid health insurance by excluding certain assets and income. See [Florida Medicaid.com](https://www.floridamedicaid.com) for more information.



State Secondary Transition
Interagency Committee, Florida
Department of Education, Bureau
of Exceptional Student Education

When selecting a decision-making alternative with your child, it is suggested that the best option is the one that will give the child who is becoming an adult the maximum amount of decision-making ability while also safeguarding his/her health and general welfare. Some of the options listed below can be combined in a way that matches the level of assistance that your young adult needs. Finding the right balance between assistance and autonomy is the key to ensuring your child has the opportunity to lead the most self-determined life possible.



Resources for the content of this chart include the following:

American Civil Liberties Union
https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_making.pdf

Disability Rights Florida: What Are the Alternatives to Guardianship?
https://disabilityrightsflorida.org/disability-topics/disability_topic_info/what_are_the_alternatives_to_guardianship

Florida Developmental Disabilities Council - Developing Abilities and Restoring Rights: A Guide for Supporting Persons with Disabilities
<https://fddc.org/wp-content/uploads/2020/08/Developing-Abilities-Restoring-Rights-Guide.pdf>

The Florida Bar - Guidance Offered for Parents of Teens with Special Needs
<https://www.floridabar.org/the-florida-bar-news/guidance-offered-for-parents-of-teens-with-special-needs/>

Florida Statutes
<http://www.leg.state.fl.us/Statutes/index.cfm?Mode=Search%20Statutes&Submenu=2&Tab=statutes>

The National Resource Center for Supported Decision-Making - <http://supporteddecisionmaking.org/>

Resources

Access the Vote - Inclusive Elections for ALL - Provides instructions to ensure voters with a disability have access to voting.
<https://www.accessthevote.org/>

Brink - A nonpartisan, non-profit 501(c)(3) seeking to make the democratic process more accessible to people with disabilities using technology, design, and behavioral science. <https://www.brinkapp.co/>

Center for Parent Information and Resources - Getting Ready for When Your Teen Reaches the Age of Majority - A Parent's Guide - This online tip sheet covers many relevant topics related to the transfer of parental rights to the student.
<https://www.parentcenterhub.org/age-of-majority-parentguide/#defs>

Cost for Guardianship - An infographic that explains the cost of establishing guardianship for a child with a developmental disability in Florida using the expedited guardian advocate application process.
<https://www.guardianproject.us/what-does-getting-guardianship-cost-infographic/>

Disability Rights Florida - Turning 18 & Other Options - Explains things that change when youth turn 18.
https://disabilityrightsflorida.org/disability-topics/disability_topic_info/turning_18_guardianship_other_options

Florida Developmental Disabilities Council - Developing Abilities and Restoring Rights - A Guide for Persons with Disabilities: This guide provides educational materials in the area of legal rights. There is also an accompanying workbook.
<https://fddc.org/wp-content/uploads/2020/08/Developing-Abilities-Restoring-Rights-Guide.pdf>

Florida Developmental Disabilities Council - Lighting the Way to Guardianship and Other Decision-Making Alternatives - A Manual for Individuals and Families: This resource provides information in English and Spanish. Additional FDDC Lighting the Way resources are available, including: fact sheets, an online training and a booklet on making life decisions designed for individuals with disabilities. <https://www.fddc.org/publications/>

Exemption from Selective Service Registration - Explains registration requirements for men with a disability turning 18.
<https://www.sss.gov/faq/>

Exploring My Decision-Making Options - See the checklist on pages 7-8 that assists a person with a disability to determine the types of support needed for decision-making. http://flfcic.fmhi.usf.edu/docs/Florida_WINGS_DecisionMaking_FINAL_Digital.pdf

Family Network on Disabilities (FND) - Planning is Crucial: Guardianship and Alternatives: This webinar provides a deeper dive into the issues surrounding guardianship and decision-making alternatives.
<https://www.youtube.com/watch?v=ZjgNgLoofOY>

The Florida Bar and GAPS Legal, PLLC - Turning 18 - This website walks families through a step-by-step process about decision-making options with opportunities to choose specific paths that are of special interest.
<https://www.turning18.org/getting-started.html>

The Florida Bar, #Just Adulting - This relevant legal information for young adults is easily accessible through the app or a pdf.
<https://www.floridabar.org/the-florida-bar-news/young-adults-have-easier-access-to-the-bars-justadulting-app/>

The Florida Bar, Pro Bono & Legal Aid - This web page provides information about legal services at reduced rates.
<https://www.floridabar.org/public/probono/>

Guardianship Glossary - In addition to providing a definition for more than 40 terms, this resource also provides links to the 20 circuit court locations that serve Floridians.
<https://www.guardianproject.us/florida-guardianship-glossary-list>

PACER Center, Prepare Your Child for Age of Majority and Transfer of Rights - This resource explains how parents can prepare their child with a disability to prepare for the transfer of rights. <https://www.pacer.org/parent/php/PHP-c63.pdf>

Supported Decision-Making: Frequently Asked Questions - This resource explains the difference between guardianship and supported decision-making.
https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_making.pdf

We greatly value your input.
Please share via QR code.



Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success

Families can help their students prepare for postsecondary education (PSE) opportunities while they are in middle and high school. Are you ready?

Families can help their students with disabilities prepare for postsecondary educational opportunities through collaborative transition planning. Secondary transition, the stage that includes students from age 14 through 21, is a crucial time of planning and preparation for students' lives after high school. Studies have shown that family involvement in this planning and preparation period will increase the likelihood of success of the student. See the [Predictors of Post-School Outcomes](#) handout to read about family activities that support positive post-school outcomes for their youth.

Student engagement in school is important for post-school success. The table below shows that students with disabilities who complete high school are more highly engaged in postsecondary education, job training and employment than students with disabilities who did not complete high school. Parents can provide support that helps their students to remain engaged and complete high school. Transition planning is a key strategy that helps students, families, educators, agencies and communities to help students move from high school to post-school life. Transition planning "provides the basic structure for preparing an individual to live, work and play in the community as fully and independently as possible" (Parent Tips for Transition Planning, 2007).

Levels of Student Engagement - Information Source (NLTS2, 2011)	High School Completers with No Engagement in PSE, Training or Employment	High School Non-Completers with No Engagement in PSE, Training or Employment
Percentage of Students with Disabilities	12.6%	35.5%

Postsecondary education prepares students for employment. Students in middle and high school can also develop job skills at home. Students, are you ready for some tips?

[Transition Innovations](#) published tips on practicing job skills at home. Some of their suggestions are adapted as follows:

- Show initiative: You don't have to wait to be told to do something. When you see something that needs to be done, take action.
- Set goals: Create a goal, plan how you will reach it and follow through.
- Improve communication skills: Practice conversations in which you may need to advocate for yourself, such as with a teacher, a co-worker, or a supervisor. Practice with your family.



Self-Determination Skills Help Students in All Phases of Life.

Core components of self-determination include:

- Choice-Making
- Decision-Making
- Problem-Solving
- Goal-Setting & Attainment
- Self-Regulation
- Self-Instruction
- Self-Advocacy
- Internal Locus of Control
- Self-Efficacy
- Efficacy Expectations
- Self-Awareness
- Self-Knowledge



Check it out!

Self-Determination Parent Checklist, Appendix O in the [Family Guide to Secondary Transition Planning for Students with Disabilities Comprehensive Toolkit](#)



1. Have you and your student researched potential PSE programs?

Strategic planning for postsecondary education begins in middle and high school with the IEP and measurable postsecondary goals. All of the elements of the IEP will prepare your student for moving into life after high school. The postsecondary goals will reflect your student's preferences and will indicate what type of post-school activities your student wants to pursue. Whether choosing a training program, CTE center, college or university, there is much to learn in order to select the best option for your student. In addition to identifying the career focus for postsecondary education, students and families will need to consider the following:

Which options are available to your student?

- Review the chart under question 3 for information about postsecondary institution entrance requirements.
- Refer to [FairTest, the National Center for Fair and Open Testing](#), to find colleges and universities that limit the use of exam scores, such as ACT/SAT scores, for college admissions.
- Refer to the *Florida Postsecondary Education Guide* and/or the [Florida Consortium on Inclusive Higher Education website](#) for information on inclusive higher education opportunities for people with intellectual disabilities

Which options will help your student achieve his/her postsecondary education goal?

- Vocational training program
- Certificate program at a CTE center or college
- Two-year degree program at a CTE center or college
- Four-year degree program at a college or university
- Inclusive postsecondary programs for students with an intellectual disability which lead to meaningful credentials

Will your student live at home, with other family or friends, on campus or in an apartment?

- Identify the available postsecondary education options that accommodate this preference or need.
- Identify availability of needed community resources, such as transportation and health services.

Which options will best accommodate your student's learning needs?

- Identify the services and supports available to all students.
- Meet with the Disability Services Office to learn about available accommodations and disability documentation requirements.

What are some opportunities for social integration?

- Identify available activities that interest your student and provide opportunities for social connection.
- Some PSE institutions are primarily attended by commuters which can affect the social activity options.

Financial Planning for Postsecondary Education

How will PSE be funded for your student?

- Research [financial aid and scholarships](#) on the Department of Education website
- Research [scholarships](#) on the Project 10 website
- Refer to the [PAY FOR COLLEGE](#) webpage at FloridaShines

Key Resource for Career and Postsecondary Education Planning

FloridaShines works with Florida's K-20 educational community to provide services to Florida residents. FloridaShines helps students to accomplish the following:

- Go to College
- Succeed in College
- Find a Career

* These questions and answers are adapted from PACER's [Transition to Postsecondary Education or Training: What Parents Can Do Now](#)



2. Is your student taking an appropriate course of study?

All students planning to attend college, university or a career and technical education (CTE) program, including students with disabilities, need to take a high school curriculum or course of study that will prepare them to meet the standards expected by those institutions. In Florida, all students, including students with disabilities, are expected to graduate with a standard diploma. Use the [Graduation Options Chart](#) on the Project 10 website to review graduation options for students with disabilities. Also check out the [Academic Advisement Flyer](#) from the Florida Department of Education for information about diploma designations, as well as, the State University System, the Florida College System and Career and Technical Colleges. If students with disabilities plan to attend a postsecondary institution that has high expectations, students will need to make high school curriculum choices that support that goal. The requirements of postsecondary education institutions vary and it is important for students to understand those differences. The table below provides some general information.

Factors to Compare	Florida University System	Florida College System	Florida Postsecondary CTE Programs	Inclusive Postsecondary Education Programs (IPSEs)
Admissions	Very competitive for all high school graduates	Open to everyone	Open to everyone	Open to students with cognitive disabilities
GPA	Grade point average (GPA) influences acceptance	Requires HS diploma; no minimum GPA requirement; entry into specific programs may be more competitive	Requires HS completion; No minimum GPA requirement; entry into specific programs may be more competitive	No minimum GPA is required
Test Requirements	College entrance exams influence acceptance	Assessments may be required for specific programs	Assessments may be required for specific programs	Program requirements vary from program to program
Course of Study	College prep course of study may be required	College prep course of study may be helpful to the student, but is not required.	College prep course of study is not required, but may be helpful to the student	College prep course of study is not required

Age-appropriate assessments determine the accommodations and modifications that may be necessary for your student to be successful and form a clear picture of your student's strengths, needs, interests and preferences. With the information gathered from transition assessments, the student, with the assistance of the IEP team, will begin to set goals for life after high school. These goals are called measurable postsecondary goals and they must be in place by the student's 16th birthday.

Measurable Postsecondary Goals

Measureable postsecondary goals describe what your student wants to do after graduating from high school. These goals are important because they provide a vision and a framework for IEP teams to plan transition services that support your student as he/she makes a successful move into adult life after high school.

Measurable postsecondary goals (MPGs) are written in the areas of education, training, employment and independent living, when appropriate.

*Important Information about the TABE Tests

The Tests of Adult Basic Education (TABE) are commonly given to students who are entering a Florida College or postsecondary CTE program as a means to identify areas in which students may need extra help. However, a minimum TABE score may not be used as an entrance requirement.



3. Does your student understand his/her disability?

Students with disabilities benefit from understanding the nature of their disability and how their disabilities impact learning and living. The development of self-awareness and self-knowledge is a core component of self-determination and can be learned throughout the student's K-12 experience. When a student describes his or her disability, including strengths and needs, the IEP team is given direction about how to best nurture the student's interests and abilities while also providing needed supports. These skills help students to advocate for themselves as they transition to life after high school.



4. Has your student developed effective communication and social skills with adults and peers?

The first year of college can be very challenging, especially if your student will be living far from home. New student or freshman orientations are a great place to begin learning about the campus, making friends and finding activities of interest.

According to the [Do2Learn website](#), "Communication is key to human interaction. Children and adults with communication issues often lack the information and/or skills to communicate effectively which can lead to a variety of social and behavioral difficulties." Prepare your student early for making the most out of his/her postsecondary education experience by helping him/her to communicate well with adults and peers in a variety of settings.



5. Does your student have computer skills or use other assistive technologies to complete computer-based tasks?

Many postsecondary tasks are expected to be completed using a computer. It is beneficial for students with disabilities to strengthen their computer skills during high school. Assistive technology and/or accommodations can promote accessibility for students who have visual, hearing, physical or other disabilities. Developing computer skills and/or assistive technologies during the K-12 experience will help prepare students for postsecondary education and assist them to advocate with the college's Disability Services Office, as well as with computer lab and library staff, to coordinate technology tools that facilitate learning and academic success.

You can assist your student to develop computer skills in the following areas:

- Keyboarding
- Email
- Accessing Internet Browsers and Internet Safety
- Microsoft Word, Excel and PowerPoint

If your student needs assistance performing these skills, find support through the Florida Alliance for Assistive Services and Technologies (FAAST) or Florida Diagnostic Learning Resources System (FDLRS) Centers. These organizations are supported through the Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEES). The school district's ESE office can also help with assistive technology.

Developing Communication Skills for Life

- Appropriate Topics of Conversation
- Tone of Voice and Volume Control
- Starting a Conversation
- Participating in Reciprocal Conversation
- Paying Attention and Listening to Others
- Responding to Questions
- Waiting Your Turn to Speak
- Staying on Topic
- Ending a Conversation





6. Has your student learned skills to assist with organizing, planning and prioritizing?

Students with disabilities typically receive guidance and direction during high school about how to follow schedules; how to behave in a classroom setting; how to plan for homework and class project completion; where and when to go to classes; and what to bring to class. These skills fall into the category of executive functioning (EF). **EF can be described as the set of skills that enable individuals to remember details, organize tasks, manage time and solve problems. These skills are necessary for setting and achieving goals.**

This level of monitoring and support for EF is not usually provided in the postsecondary setting. Students will be responsible for managing their own time, schedules and assignments. It is essential for students with disabilities to be prepared to act as independently as possible. Families, school personnel and others who support students with disabilities can prepare students to take on these responsibilities by assisting them to assemble resources that will help them perform the tasks necessary to be successful in life after high school.

The three dimensions of EF include the following:

- **Working Memory** - The ability to hold information in our minds for the purpose of using in everyday life.
For example - Remember a phone number long enough to dial it.
- **Inhibitory Control** - The ability to manage thoughts and impulses in a way that provides time to think before acting.
For example - Refrain from making rude remarks to a teacher or to a fellow student.
- **Cognitive/Mental Flexibility** - The ability to respond to changing demands in a variety of settings with agility.
For example - Use appropriate tone of voice and physical actions in the classroom and at a soccer game.

Executive function skills are sort of like a 911 dispatch system. The 911 dispatcher determines which services are needed and alerts emergency medical technicians, firemen and policemen according to the needs of each call. In the same way, executive functioning accesses the various skills and abilities a person needs to perform tasks and solve problems. [How Children and Adults Can Build Core Capabilities for Life](#) is a video from Harvard University's Center on the Developing Child that explains how children, youth and adults develop and improve EF.

In addition to developing and strengthening their EF skills, students can also seek assistance from individuals in their circle of support and access tools, including smartphone apps that can help students assume responsibility for self-management. By using these tools, students can strengthen their executive functioning skills and efficiently accomplish the tasks needed on the pathway to education after high school. See the menu on the right for information on apps in the [Executive Functioning App Matrix](#).

Top Executive Functioning Tips for Parents and Students

Top Tip for Parents:

Avoid directive prompting language, such as "Go upstairs and get your backpack." Instead use a 'visualization' question, "If you were standing at the door, ready to go to school, what items would you have with you?" This helps engage students in planning and taking responsible action.

Top Tip for Students:

Help students to see life-management tools in a positive light. These tools can be a key to freedom. When tasks are completed efficiently, more time is free for activities of the student's choice.

[Executive Functioning App Matrix](#)

This matrix highlights more than 40 apps that can be used to address a variety of needs that fall under the umbrella of executive function.



7. Does your student accept responsibility for his/her success?

The IEP meeting is an important place for students to practice and demonstrate their ability to assume responsibility for their progress towards achieving their goals. Families can support students in this process through regular IEP meeting attendance and participation. It is imperative that students with disabilities learn responsibility for their success because the need for self-direction and self-advocacy becomes much greater at the postsecondary education level and in all of life after high school.

The Individuals with Disabilities Education Act (IDEA) and Subpart D of Section 504 of the Rehabilitation Act of 1973 (504 Plan) are federal laws that govern the education of students with disabilities ages 3-21 (or until receipt of a standard high school diploma). Federal laws that govern individuals with disabilities beyond high school include Subpart E of Section 504 of the Rehabilitation Act of 1973 (504 Plan) and the Americans with Disabilities Act (ADA) of 1990. See the table below for a comparison of how services are accessed.

Students with disabilities who want to get further education after high school will move from a school system in which the emphasis is on **success** and adults advocated for and directed their learning (IDEA) to a postsecondary education system in which the emphasis is on **access** and they will be required to advocate for themselves (504 Plan and ADA). These are the central differences between the educational experiences before and after high school. It is also important to remember that accommodations may be provided at the postsecondary education level in order to ensure equity in access to learning and the campus experience, but curriculum or course requirements cannot be modified.

IDEA	504 Subpart E and ADA
Secondary Education (Middle School and High School)	Postsecondary Education (Universities, Colleges and Career and Technical Colleges)
Services are provided through Exceptional Student Education (ESE), School District	Advocate for services through the Disability Services Office/campus administration and with professors/instructors
Emphasis on success: Modifying standards is a possibility for students with the most significant cognitive disabilities.	Emphasis on equal access: Standards, course objectives and the curriculum cannot be modified; however, accommodations may be accessed.
Appropriate accommodations, as indicated on the student's IEP, can be provided. Schools arrange evaluations.	Appropriate accommodations may be accessed through disability disclosure and documentation of the disability.

Disability Disclosure in Postsecondary Education

At the postsecondary level, services for students with disabilities begin with a visit to the Office of Disability Services. A student may consider disclosing a disability when accommodations/supports are needed to be successful.

Disclosure of a disability provides advantages such as access to accommodations and legal protection against discrimination. However, disclosure may not always produce positive results.

Refer to [*The 411 on Disability Disclosure: A Workbook for Youth with Disabilities*](#) for more details.



Question 1:

Florida Center for Students with Unique Abilities

<https://fcsua.org/>

Florida Consortium on Inclusive Higher Education

<https://fcihe.com/>

Florida Department of Education: Scholarships webpage

<http://www.fldoe.org/contact-us/search.stml?q=Scholarships>

Florida Developmental Disabilities Council: Florida Postsecondary Education Guide

<https://www.fddc.org/publications>

FloridaShines

<https://www.floridashines.org/>

Transition to Postsecondary Education or Training: What Parents Can Do Now

<https://www.pacer.org/transition/resource-library/publications/NPC-15.pdf>

Question 2:

Academic Advisement Flyer - FDOE

<http://www.fldoe.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf>

Florida College System Admissions

<http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/admissions.stml>

Graduation Options Chart

http://project10.info/Documents/24-Credit_and_18-Credit_Grad_Options_Chart_03.30.2020.FINAL.pdf

Transition Services Checklist, Appendix N in the Family Guide to Secondary Transition Planning Comprehensive Toolkit

<https://padlet.com/aschoenb/cbxve4zdy1e4>



Question 3:

Core Components of Self-Determination from I'm Determined, Virginia Department of Education's Self-Determination Project

http://www.imdetermined.org/files_resources/131/core_components_of_self-determination.pdf

Parent Tips for Transition Planning

<https://www.pacer.org/publications/pdfs/ALL14.pdf>

Self-Determination Parent Checklist, Appendix O in the Family Guide to Secondary Transition Planning Comprehensive Toolkit

<https://padlet.com/aschoenb/cbxve4zdy1e4>

Post-High School Outcomes of Young Adults with Disabilities Up to 6 Years After High School: Key Findings from the National Longitudinal Transition Study-2 (NLTS2)

<https://ies.ed.gov/ncser/pubs/20113004/>

Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators

<https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

Question 4:

8 Tips to Teach Effective Communication Skills

<https://stanfield.com/8-tips-teach-effective-communication-skills/>

Question 4: (Continued)

10 Ways to Improve Your High-Schooler's Communication Skills

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/communication-disorders/10-ways-to-improve-your-high-schoolers-communication-skills?view=slideview>

Do2Learn Social Skills Toolbox

<http://do2learn.com/organizationtools/SocialSkillsToolbox/AppropriateTopicsOfConversion.htm>

Practicing Social Skills: How to Teach Your Student Social Interactions

<http://www.ldonline.org/article/21025/>

Question 5:

Florida Diagnostic & Learning Resources System (FDLRS) Centers

<http://www.fdlrs.org/departments/technology>

Florida Alliance for Assistive Services and Technology (FAAST) - Apps as Assistive Technology - Affordable, available and Accessible

<https://faast.org/apps-as-assistive-technology-affordable-available-and-accessible/>

Speech to Text in Google Docs

https://www.youtube.com/watch?v=j8ike1_wXGk

Ways to Help Your HS Student with Executive Functioning

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/executive-functioning-issues-and-learning-6-ways-to-help-your-high-schooler>

Question 6:

Executive Functioning App Matrix

<http://online.anyflip.com/xbjb/eppj/mobile/index.html#p=3>

Executive Functioning Description

<https://www.merriam-webster.com/dictionary/executive%20function>

Family Network on Disabilities - The Insider's Guide to Apps for Organizations

<https://fndusa.org/apps/>

FairTEST: The National Center for Fair and Open Testing

<https://www.fairtest.org/>

How Children and Adults Can Build Core Capabilities for Life - Center on the Developing Child at Harvard University

<https://developingchild.harvard.edu/innovation-application/key-concepts/adult-capabilities/>

Question 7:

At a Glance: Which Laws Do What

<https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/at-a-glance-which-laws-do-what>

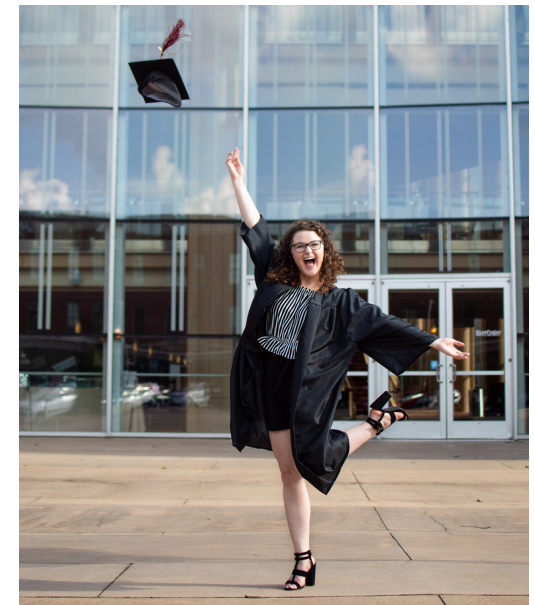
Family Guide to Secondary Transition Planning, p. 74

<http://project10.info/DPage.php?ID=322#NS142>

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities

http://www.ncwd-youth.info/wp-content/uploads/2016/10/411_Disability_Disclosure_complete.pdf

Resources
by
Question



We value your input.
Please share via QR code.





TRANSITION CONTINUUM

Post-Secondary Education and Career Opportunities for
Students with Disabilities seeking a Standard Diploma via
Access Points

Beginning in 9th-grade students seeking Standard Diploma via Access Points will have the opportunity to enroll in Career Preparation and Self-Determination courses. Students may also enroll in Career Experience for additional work experience opportunities. In high school, this would be an introduction class, if a student defers their diploma this course becomes a full-day course in the Structured Work-Study Program. Students who defer their diploma and obtain paid employment would enroll in the Career Placement. Below is a brief overview of each of the courses.

Career Courses for Students:

Career Preparation	Self-Determination	Career Experience	Career Placement
•9th-10th grade •Self-determination and self –advocacy •Career Planning, Career Exploration •Students will explore careers and occupations •Students will learn about community and agency resources •Students will learn about effective work habits •CBI Opportunities	•9th-10th grade •Self-Determination and Self-Advocacy •Choice Making and Motivation •Decision Making and Problem Solving •Personal and Social Relationships •Personal and Career Planning •Leadership	•10th–12th grades intro program •Students on deferral full-time program •Specific to Career Experiences •Unpaid job exploration and work experience •Promotes general work skills and habits •Increase competency and fluency •Focus on 22 general work skills outlined by the U.S. Dept. of Labor •Typically 1 to 2 hours 5 x weekly for High School students, Structured Work Study full day program •CBVE opportunities	• Students participate in paid work experience with appropriate supports •Transportation NOT provided by SCS students are transportation trained to job sites once placed •Students monitored by ESE teacher and Transition Employment Trainer (Job Coach) •CBVE opportunities

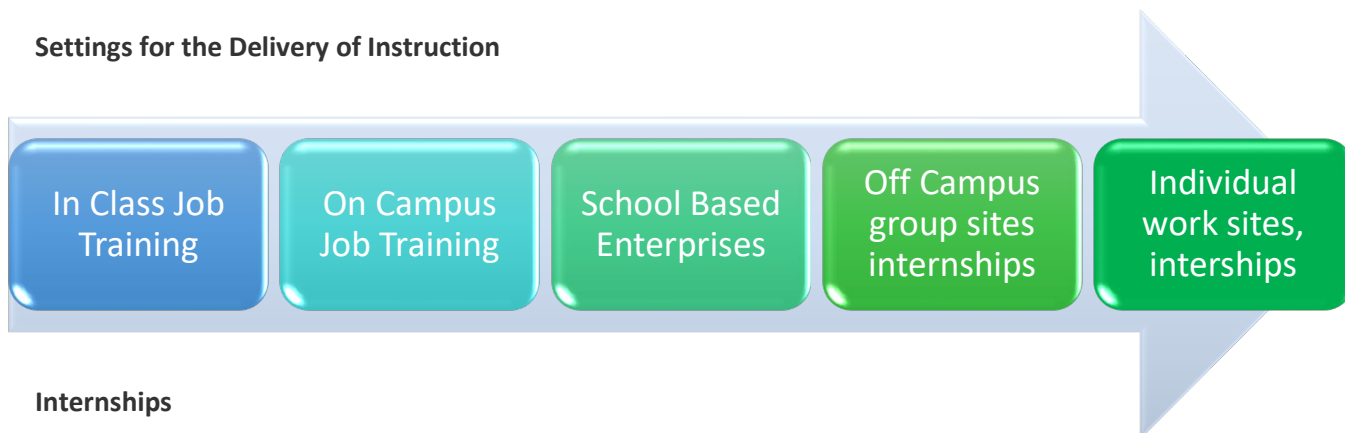
Community-Based Instruction (CBI)

Schools provide Community-Based Instruction opportunities to promote the transferring of functional skills into the community. Functional skills refer to those skills that a student needs to increase independence and to enhance the quality of life.

Career-Based Vocational Education (CBVE)

CBVE is vocational education and training provided by high school instructors to students with disabilities in community work settings. This training is non-paid vocational exploration and assessment. The goal of the CBVE program is to help students identify career interests and develop the skills and attitudes necessary for paid employment.

Settings for the Delivery of Instruction



Internships

Providing real work settings for students is an important component of job training. Community partnerships are continually developed to support students with internships and job training locations. The following businesses have worked with students in Sarasota County Schools:

- All Faiths Food Bank
- Boys and Girls Club
- Bright Beginnings Preschool
- Buff City Soaps
- Burlington
- Chick-Fil-a Pelican Point
- Detwiler's Farm Market
- G2 Secure
- Goodwill Manasota
- Hampton by Hilton
- Honey Baked Ham
- Original Egg
- Peachs Restaurant
- Pet Supplies Plus
- Pines of Sarasota
- Publix Supermarket
- Rise and Nyes
- Salvation Army
- Sarasota County Humane Society
- Sarasota County Schools Athletic Department
- Sarasota County Schools Custodial Department
- Sarasota County Schools Food and Nutrition
- Sarasota Memorial Health Care
- Sharkey's on the Pier
- Southgate Animal Hospital
- St. Francis Animal Rescue
- Suncoast Humane Society
- Tasty Home Cookin'
- Teen Court
- The Bazaar at Apricot and Lime
- Wildlife Center of SWFL
- Winsor of Venice

CTE Program at Suncoast Technical College for students on Access Points

In Culinary Arts to Careers (CA2C) students have the opportunity to train for a variety of careers in the field of food service and preparation emphasizing and building proficiency in food production and cooking, cost control, nutrition, sanitation, and workplace safety. Practical work experience stresses sanitation and safety and includes food preparation. Applications for students on Access Points are available during their junior year and may also apply as part of the deferral process.

Post-High School Transition Programs

Florida Center for Students with Unique Abilities

The purpose of the Florida Center for Students with Unique Abilities is to provide support to students, families, and institutions of higher education so that students with intellectual disabilities have opportunities for on-campus college experiences that lead to employment opportunities. A variety of programs are available for students with intellectual disabilities at college campuses across the state. [Find a Post-Secondary Education Program](#) and learn more about programs and steps to apply click [HERE](#)

Structure Work-Study Program and Deferral of Diploma

During the students' annual Individual Education Plan (IEP) meeting, the team will share information regarding the deferral process. Additional information regarding deferral is located at <https://www.sarasotacountyschools.net/Page/4689>

The legislation allows certain students with disabilities to defer receiving the diploma and continue to receive educational services from the school district.

Only a student whose IEP requires special education, transition planning, transition services, or related services through the age of 21 may defer receipt of their standard diploma. In addition, once a student defers, the student must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship or pre-apprenticeship program in order to continue to receive FAPE (s. 1003.4282 (10)(c), F.S.).

Structured Work Study Program

The Post-High School Transition Program provides students with disabilities employment opportunities on and off campus. This program serves students with disabilities who are 18 through 21 years of age with an IEP and have met high school graduation requirements and deferred receipt of their diploma. Sarasota County School District offers a Structured Work Study Program with a specialized curriculum in job training skills for students with disabilities who have met criteria for a Standard Diploma via Access Points and are determined eligible for a deferred diploma.

Sarasota County School's Transition teachers and job coaches provide this post-high school instruction to promote employability and independence through work experience. Students develop marketable and transferable job skills as well as confidence in their own abilities. Sarasota County currently has post-high school structured work-study sites at locations throughout the county.



Criteria for the Structured Work Study Program

- Students must be between the ages of 18-21, have an IEP, meet all the requirements for graduation, and defer receipt of their diploma by May 15 of their senior year.
- Students must have some successful Community-Based Instruction (CBI), Career-Based Vocational Education (CBVE), and/or volunteer experience during 9-12 grades.
- Students who have demonstrated successful off-campus work experiences are encouraged to apply.
- Student/parent/guardian must have a goal for employment or independence that is reflected in the Transition IEP.
- Student attendance and behavior records are considered a factor for eligibility and placement.
- Students must have sufficient emotional and behavioral stability to participate in all aspects of the program.
- Students must accept and follow reasonable rules and behave respectfully towards others.
- Parents/guardians are requested to visit the Post-High School Transition site before a student is selected.
- Student should be in the process of becoming a client of Vocational Rehabilitation or a related agency
- Students will participate in non-paid work-based experience to continue to improve employability skills. All coursework will focus on facilitating vocations and employability skills which may include the following:
 - work-based learning experiences in the community
 - community-based instruction
 - school-based enterprises
 - self-determination and self-advocacy training
 - communication and social skills training
 - transportation training on public transportation

Students must complete an application process. Once accepted, students will defer their diploma by May 15 of their 12th-grade year. Students will enroll in the Structured Work Study Program for the next school year.

Exiting the Structured Work Study Program

- Students who have successfully demonstrated the employment competencies for one semester, will continue working with their connected agencies and exit the program
- Students who are aging out of the program will continue working with their connected agencies and exit the program when they have reached exit age (21).
- Students may end a deferral at any time upon request and be transitioned to the connected outside agencies
- If a student is not enrolled or attending the Structured Work Study program, a meeting will be held with the student and family to transition to outside agencies and end deferral.

Agency Collaboration

A variety of agencies can play a role in providing services to students and families. Programs may offer services, funding, programs or supports that can be very valuable in assisting in the transition process. See <https://www.sarasotacountyschools.net/Page/4701> for additional information on these agencies and others.



Florida Center for Students with
UNIQUE ABILITIES



The 411 on the Big 5: Sharing Transition-Related Information with Students with Disabilities and Their Families

(Required by Section 1003.5716, Florida Statutes)

Agency for Persons with Disabilities (APD)	Resources
How does APD support transition-aged youth (14-21) with disabilities?	Agency Mission: APD supports individuals with unique abilities and their families in living, learning and working within their communities by creating multiple pathways to possibilities. Find APD's Mission and Guiding Principles by using the link below. https://apd.myflorida.com/about/mission Services: APD offers a wide range of social, medical, residential, and behavioral services. The following is a list of services offered. Services provided are based on need and coverage criteria, so not all individuals receive all services. See the list of services by using the link below. https://apd.myflorida.com/customers/services/
How can students apply for services and at what age? 	Apply for Services: In order to be eligible for services from the Agency for Persons with Disabilities (APD), an individual must have a developmental disability (as defined in section 393.063(12), Florida Statutes), which occurs prior to age 18 and constitutes a substantial handicap that can reasonably be expected to continue indefinitely. Disabilities served by APD include: • Intellectual disabilities (Full Scale IQ of 70 or below) • Severe forms of autism • Spina bifida cystica or myelomeningocele • Cerebral palsy • Prader-Willi syndrome • Down syndrome • Phelan-McDermid syndrome or • Individuals between the ages of 3-5 at high risk for a developmental disability https://apd.myflorida.com/customers/application/
What is the key understanding families and school districts should have about APD?	Frequently Asked Questions (FAQs): APD has an extremely helpful array of topics included in the FAQs. Check them out using the link below. https://apd.myflorida.com/about/faqs.htm APD Events Calendar: Use the Events Calendar to find APD activities in the county where you live by using the link below. https://resourcedirectory.apd.myflorida.com/EventCalendar.aspx
APD Landing Page - https://apd.myflorida.com/	

Division of Blind Services (DBS)	Resources
How does DBS support transition-aged youth (14-21) with disabilities? 	Transition Services - General Description: The DBS website states that transition activities are coordinated among a team that consists of the student, parent(s) or caregiver(s), educators, service providers, and friends. The transition must promote movement from school to post-school activities. The activities can include instruction, related services, community experiences, the development of employment and other post-school, adult-living objectives, functional vocational evaluation, and the acquisition of daily living skills when needed. School-to-Work Services: The School-to-Work Transition Program consists of a group of services that are provided by DBS and local partners on an individualized basis for students eligible to receive services under an individual education plan (IEP). Services are determined based on each individual client's needs. Types of services that may be provided are: • Assessment - Includes a comprehensive evaluation in orientation and mobility, adaptive daily living skills, assistive technology, low vision needs, functional assessments, vocational evaluation, and job readiness. • Information and Referral - Provides specific information to an individual or group which aids them in securing assistance and collateral services which they are entitled to and from which they may benefit. • Assistive Technology - Trains an individual or group to use adaptive devices and technology for communications and daily living needs including computer, keyboarding, access software, screen readers, note takers, closed circuit televisions, accessible cell phones and other devices. • Counseling Services - Provides counseling to address psychological and social issues related to vision loss. • Job Readiness - Includes resume preparation, interview training, appropriate hygiene and grooming training, accessing transportation, and time management training. Services also include simulated job tasks to enable the individual to adjust to work or provide a work experience. • Job Coaching - Provides on-site instruction to enable a participant to perform the assigned job related activities.
How can students apply for services and at what age?	Apply for Services: The DBS Application for Services form is available online or for download in both English and Spanish. You can find the link to the online application and a PDF application using the link below. https://dbs.fldoe.org/Information/Apply/index.html
What is the key understanding families and school districts should have about DBS?	Inquire about Available Services: Find Statewide offices as well as local offices near you using the link below. https://dbs.fldoe.org/Information/contact.html#county
Division of Blind Services - https://dbs.fldoe.org/	

Florida Association of Centers for Independent Living (FACIL)	Resources
How does FACIL support transition-aged youth (14-21) with disabilities? 	The Mission of FACIL: The Florida Association of Centers for Independent Living (FACIL) is a statewide membership organization whose mission is to strengthen the capacity of Centers for Independent Living (CILs) to support community living and independence for Floridians with disabilities. FACIL Carries Out Its Mission By: • Providing a statewide voice in support of Independent Living to the Florida Legislature, state and local governmental agencies and other human service organizations. • Enhancing the public's understanding of the vital role CILs play in the lives of Floridians with disabilities. • Leveraging a diverse array of resources for FACIL members to expand their positive impact for Floridians with disabilities. Read more about how FACIL supports Centers for Independent Living (CIL) by using the link below. https://floridacils.org/about-facil/
How can students apply for services and at what age?	Apply for Services: Find contact information for the CIL nearest you. Use the link below to click on your county to learn more about the services that are available to you. https://floridacils.org/find-a-cil/ Also, find addresses and phone numbers using the link below. https://floridasilc.org/cil-directory-2/
What is the key understanding families and school districts should have about FACIL?	Information about Centers for Independent Living (CILs): CILs are consumer-driven, non-profit organizations who support community living and independence for people with disabilities based on the belief that all people can live with dignity, make their own choices and participate fully in society. CILs provide tools and supports for integrating people with disabilities fully into their communities. CILs serve all disabilities and all ages in every county in Florida. Using the link below, learn more about CILs. https://floridacils.org/
FACIL Landing Page - https://floridacils.org/	

Florida Center for Students with Unique Abilities (FCSUA)	Resources
How does FCSUA support transition-aged youth (14-21) with disabilities? 	The Purpose of FCSUA: The Florida Center for Students with Unique Abilities at the University of Central Florida was established in 2016 through the Florida Postsecondary Comprehensive Transition Program Act (FPCTP Act), Section 1004.6495, Florida Statutes. FCSUA was charged with managing the Florida Postsecondary Comprehensive Transition Program (FPCTP) application and approval process. FCSUA Carries Out Its Purpose through the Following Objectives: • Support the development and approval of Florida Postsecondary Comprehensive Transition Programs (FPCTPs). • Provide FPCTP initial and continuing grants to universities, state colleges, and technical colleges. • Disseminate information to students with disabilities and their families on programs, services, and support across the state. • Administer student scholarships to attend FPCTPs. See the FCSUA brochure using the link below. https://fcsua.net/docs/FCSUA%20Brochure.pdf FCSUA Supports Florida College and Career Transition (CCT) Clubs that will help students with intellectual disabilities prepare for and access Florida Postsecondary Comprehensive Transition Programs across Florida. Use the link below to find out more. https://fcsua.org/K_clubs.php
How can colleges, universities, and students apply for support from FCSUA?	Apply to Become an Approved FPCTP: (1) The application must be submitted by your institutional leader. (2) Include key elements, such as experiential inclusive opportunities, access to courses, and the opportunity for students to earn a meaningful credential. Find out more about applying for program funding using the link below. https://fcsua.org/l_application.php Apply for Student Scholarships: The Florida Postsecondary Comprehensive Transition Program Scholarship for eligible students to attend approved Florida Postsecondary Comprehensive Transition Programs (FPCTPs). Annual scholarships of \$7,000 are available. Find out more about this opportunity using the link below. https://fcsua.org/l_scholarships.php
What is the key understanding school districts, families and students should have about FCSUA?	How to Find a Florida Postsecondary Comprehensive Transition Program: Use this map to find postsecondary education programs that serve students with intellectual disabilities. Review programs and watch videos that describe each program using the link below. https://fcsua.org/Find_FPCTP.php
FCSUA Landing Page - https://fcsua.org/index.php	

Vocational Rehabilitation (VR)	Resources
How does VR support transition-aged youth (14-21) with disabilities?	VR's Primary Purpose: VR helps people who have disabilities get or keep a job. VR is committed to helping people with disabilities find meaningful careers. VR Provides Transition Youth Services: Beginning at age 14, students with disabilities can connect with VR for Pre-Employment Transition Services (Pre-ETS) through the school transition staff, guidance counselor, or self-referral. Every student (ages 14-21) with a disability has the opportunity to participate in Pre-ETS. This includes: • Job exploration counseling • Postsecondary educational counseling • Self-advocacy training and peer mentoring • Work readiness training • Work-based learning experience
How can students apply for VR services and at what age? 	Steps to Get Started: To access Pre-ETS, students (ages 14-21) can follow a series of steps that will help them explore career paths, train for a job, and continue their education based on their interests and abilities. Use the link below to follow the steps to access Pre-ETS. https://www.rehabworks.org/student-youth/student-steps.html Use the link below to access the Pre-ETS Flyer. https://www.rehabworks.org/_resources/docs/flyers/pre-employment-transition-services.pdf Accessing VR traditional services includes the following steps: 1. Be Referred for Services 2. Apply for Services - Use the link below to access the Referral Form https://www.rehabworks.org/_resources/docs/customers/vocational-rehabilitation-referral-form.docx 3. Eligibility Decision 4. Possible Wait List Category 5. Write Your Individualized Plan for Employment 6. Participate in Services to Get Ready for Work 7. Become Employed! 8. Case Closure https://www.rehabworks.org/customers/vr-steps.html
What is the key understanding families and students should have about VR?	Contact Transition Youth Services: Find contact information at the link below. https://www.rehabworks.org/student-youth/student-contact.html Find Answers to Frequently Asked Questions using the link below. https://www.rehabworks.org/student-youth/student-faq.html
VR Landing page - https://www.rehabworks.org/	 FLORIDA DEPARTMENT OF EDUCATION fldoe.org  Vocational Rehabilitation

Agency for Persons with Disabilities



Address: 2295 Victoria Ave. # 221A,
Ft. Myers, FL 33901

Phone Number: (239) 338-1372

Website: apd.myflorida.com/

Contact: APD.info@apdcares.org

APD supports persons with developmental disabilities in living, learning, and working in their communities. Individuals must have a primary diagnosis of: autism, cerebral palsy, spina bifida, intellectual disabilities, Prader-Willi Syndrome, Phelan McDermid Syndrome or Downs syndrome, and functional limitations in major life activities.

DOE - Division of Services



Blind

Address: 600 8th

Avenue W., Suite 302, Palmetto, FL 34221

Phone Number: (941) 721-2914

Website: dbs.myflorida.com/

Contact: dbs.myflorida.com/Information/contact-palmetto.html

DOE - Division of Blind Services assists blind individuals as well as those with useable but diminished vision. Their programs include: blind babies, children and family (school age), VR transition program for high school students, Vocational Rehabilitation program for those entering the workforce, and independent living program for seniors.

Florida Association of Centers for Independent Living (CIL)



Address: 325 John Knox Road,
Building C, Suite 132,
Tallahassee, FL 32303

Phone Number: (850) 575-6004

Website: www.floridacils.org

CILs are consumer-driven, non-profit organizations whose mission is to support community living and independence for people with disabilities based on the belief that all people can live with dignity, make their own choices and participate fully in society. CILs provide tools, resources and supports for integrating people with disabilities fully into their communities to promote equal opportunities, self-determination and respect.

Florida Center for Students with Unique Abilities



Address: University of Central Florida - Teaching
Academy, 4000 Central Florida Blvd., P.O. Box 161250
Orlando, FL 32816

Phone Number: (407) 823-5225

Website: www.fcsua.org

Contact: fcsua@ucf.edu

The Florida Center for Students with Unique Abilities mission is to provide support to students, families, and institutions of higher education so that students with intellectual disabilities have opportunities for on-campus college experiences that lead to employment opportunities.

Vocational Rehabilitation (DOE - Division of Vocational Rehabilitation)



Address: 3660 N. Washington
Blvd., Sarasota, FL 34234

Phone Number: (941) 359-5670

Website: www.RehabWorks.org

Contact: www.rehabworks.org/contact.shtml

Vocational Rehabilitation (VR) provides services to eligible individuals with physical and/or mental impairments that will enable an individual to achieve an employment goal and/or enhance their independence. Clients must have a documented disability, require VR services to become employed, and will benefit in terms of an employment outcome with VR services.

Suncoast Center for



Independent Living, Inc.

Address: 3281 17th Street, Sarasota, FL 34235

Phone Number: (941) 351-9545

Website: www.scil4u.org

Contact: ilspecialist@scil4u.org

Suncoast Center for Independent Living serves anyone with a disability. Their program offers youth transition, advocacy, independent living skills, peer mentoring, information and referral, medical equipment loan program, computer loan program, and a home modification program. To help with these challenges, SCIL offers several basic and advance courses in Health and Wellness, Life Math and Budgeting, Household Skills and Computer Skills Class. SCIL also offers a specialized program for youth aged 16-22.

Center for Autism and Related Disabilities (CARD)

Address: 13301 Bruce B. Downs Blvd., MHC 2113A, Tampa, FL 33612

Phone Number: (800) 333-4530

Website: www.card-usf.fmhi.usf.edu

Contact: card-usf@usf.edu

Center for Autism and Related Disabilities (CARD) at the University of South Florida is a community based project that provides information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities. CARD-USF offers instruction and coaching to families and professionals through a training and assistance model.



Centerstone

Address: 391 6th Avenue W., Bradenton, FL 34205

Phone Number: (941) 782-4236

Website: www.centerstoneflorida.org

Contact: centerstone.org/connect-with-us/

Centerstone offers community based behavioral health care including mental health and addiction services for children and adults. Centerstone offers short term hospitalization, treatment, psychological testing, and behavioral health services.



Academy at Glengary

Address: 910 Glengary St., Sarasota, FL 34312

Phone Number: (941) 894-8039

Website:

www.academysrq.org

Contact: www.academysrq.org/contact

The Academy at Glengary offers vocational training for adults with a mental health diagnosis. Training opportunities are offered in culinary arts, hospitality, phone reception, business, maintenance, janitorial, customer service, accounting/banking, videography, and graphic design.



United Way 2-1-1- of Manasota, Inc.

Address: 1800 2nd St., Suite 102

Sarasota, FL 34236

Phone Number: (941) 366-2686

Website: www.unitedwaysuncoast.org <https://211.gs-humanservices.org/>

211 provides unmatched, critical services- Free and confidential assistance. No matter the situation, 211 Specialists listen, identify underlying problems, tackle root causes, and connect people to community resources and services. You can access 2-1-1 by phone, email, chat or text (just text your zip code to 898-211). Reaching out will get you connected to a multilingual 2-1-1 specialist in your area who can put you in touch with local organizations providing critical services to improve and save lives.



Jewish Family & Children's Services of Suncoast

Address: 2688 Fruitville Rd. Sarasota, FL 34237

Phone Number: (941) 366-2224

Website: www.jfcs-cares.org/families/

JFCS offers supportive case management connection to public benefits and mainstream, community resources, SOAR Certified case managers, relationship and adult education classes, and addiction prevention and mentoring program for children impacted by a family members substance use.



Family Network on Disabilities Statewide

Address: 26750 U.S. Highway 19 N., Suite 410, Clearwater, FL 33761

Phone Number: (800) 825-5736

Website: www.fndusa.org

Contact: fnd@fndusa.org

The Family Network on Disabilities Statewide is the state of Florida's Parent Training and Information Center. The mission of FND is to strive for the complete integration and equality of persons with disabilities in a society without barriers and to serve families of children with disabilities, ages birth through 26, who have a full range of disabilities.



First Step of Sarasota Inc.

Address: 1451 10th Street,
Sarasota, FL 34236

Phone Number: (941) 552-1950

Website: www.fsos.org

Contact: www.fsos.org/contact-us

First Step of Sarasota offers innovative and comprehensive mental health and substance abuse programs for adults and children including inpatient, outpatient, and telehealth services. First Step offers treatment programs for both children and adults to help them transform their lives and conquer their challenges.

**Bayside Center for Behavioral Health**

Address: 1650 South Osprey Ave., Sarasota, FL 34239

Phone Number: (941) 917-7760

Sarasota Memorial Hospital's Bayside Center for Behavioral Health offers timely, accessible mental health assessments, as well as referrals to the most appropriate level of care, so you or your loved one can get back to living a full life. They offer free, confidential mental health assessments and free assessments for families in need, given by licensed child and adolescent therapists who are on call 24 hours a day. They also offer comprehensive, inpatient programs for short-term, intensive psychiatric treatment for adults, adolescents and children.

**Project 10:
Transition Education****Network, USF, St. Petersburg**

Address: 140 7th Avenue S., SVB112, St. Petersburg, FL 33701

Phone Number: (727) 873-4370

Website: www.project10.info

Contact: usfsp-project10@usf.edu

Project 10: Transition Education Network is Florida's statewide discretionary project supporting the secondary transition of youth with disabilities. Project 10 assists school districts in providing appropriate planning and timely transition services and programs to assist youth with disabilities in their transition to adulthood. Project 10 also serves as a collaborative resource for other state agencies, discretionary projects, non-profit organizations and families in the provision of transition services for students.

**CareerSource Suncoast**

Address: 1112 Manatee Ave. E.,
Bradenton, FL 34208

Phone Number: (941) 358-4200

Website: www.careersourcesuncoast.com

Contact: www.careersourcesuncoast.com/contact

CareerSource Suncoast is the leading provider of workforce services in the Manatee and Sarasota counties. CareerSource Suncoast employs Career Coaches who not only help career seekers find job leads, but prepare them for a lasting career. They help enhance clients' essential skills, resumes, interview skills, offer personalized job referrals, and free employability skills workshops.

**The Haven**

Address: 4405 DeSoto Rd.,
Sarasota, FL 34235

Phone Number: (941) 355-8808

Website: www.thehavensrq.org

Contact: Info@TheHavenSRQ.org

The Haven is empowering the lives of children, teens, and adults with disabilities, one person at a time. Specialized services and programs include: employment, transition, community living, Haven Industries, vocational, and social training.

**Family Care Council Florida**

Address: P.O. Box
300100, Ferk Pak, FL
32730

Phone Number: (800) 470-8101

Website: www.fccflorida.org

The mission of the Family Care Councils of Florida (FCCF) is to educate and empower individuals with developmental disabilities and their families, partnering with the Agency for Persons with Disabilities, to bring quality services to individuals with dignity and choice.



Family Care Council Florida
educate and empower

Lighthouse of Manasota



Address: 7318 N. Tamiami Trl., Sarasota, FL 34243

Phone Number: (941) 359-1404

Website: www.lighthouseofmanasota.org

Contact: info@LighthouseEducationCenter.org

The Lighthouse of Manasota is a non-profit for individuals with low vision or blindness. Their no cost services are for all ages in Sarasota, Manatee, Desoto, Highlands and Charlotte Counties. They also offer vision rehabilitation training and support for visually-impaired persons throughout their life span.

Loveland Center

Address: 157 S. Havana Rd., Venice, FL 34292

Phone Number: (941) 493-0016

Website: www.lovelandcenter.org

Contact: info@lovelandcenter.org

Loveland Center offers individuals with intellectual and developmental disabilities a variety of classes and activities through the Adult Day Training program. The goal of the Adult Day Training program is to provide an educational environment that will teach students important life skills designed to improve decision-making, self-sufficiency, self-advocacy, and interaction within the community.



Palm Shores Behavioral Health Center



Address: 1324 37th Avenue E., Bradenton, FL 34208

Phone Number: (941) 586-9175

Website: www.palmshoresbhc.com

Contact: <https://palmshoresbhc.com/contact-us>

Palm Shores Behavioral Health Center provides a clinical program and services for children and adolescents. Their services include intensive, residential inpatient treatment for children and adolescents ages 5-17 years old experiencing behavioral, emotional, education, family and social challenges.

UMatter Inclusive Postsecondary Education Program at USF St. Petersburg Campus



Address: 4202 E. Fowler Ave. EDU 105, Tampa, FL 33620

Phone Number: (727) 873-4654

Website: www.usf.edu/education/umatter/index.aspx

Contact: www.usf.edu/education/umatter/contact-us.aspx

UMatter is an innovative inclusive postsecondary education (IPSE) program created to provide young people with intellectual disabilities the opportunity to experience higher education and campus life. The UMatter program is hosted at USF's St. Petersburg campus to provide young people with intellectual disabilities the learning, social skills, and career training needed to set them up to be competitively employed and live independently.

Easterseals of Southwest Florida



Address: 350 Braden Ave., Sarasota FL, 3242

Phone Number: (941) 355-7637 x425

Website: www.easterseals-swfl.org

Contact: dherndon@easterseals-swfl.org

Easterseals Employment Services is committed to helping people with disabilities find meaningful careers. In conjunction with Florida Division of Vocational Rehabilitation, Easterseals provides career exploration, job coaching, and supported employment services to high school students attending Easterseals Academy, adults attending Life Skills Development, and community members with physical and/or intellectual disabilities.

State College of Florida-Disability Resource Center



Address: 5840 26th Street W., Bradenton, FL 34207

Phone Number: (941) 752-5295

Website:

scf.edu/StudentServices/DisabilityResourceCenter

Contact: drc@scf.edu

The Disability Resource Center (DRC) is committed to ensuring equal access to college programs, services, and activities for qualified students with disabilities. The DRC assists students with disabilities through the provision of reasonable accommodations, information, resources services and skill development.

**CASL (Community
Assisted and Supported
Living)**

Address: 157 S. Havana Rd.,
Venice, FL 34292

Phone Number: (941) 807-5402

Website: www.caslinc.org

Contact: www.caslinc.org/contact-us

CASL (Community Assisted and Supported Living) provides various levels of care to suit the diverse needs of residents. The levels of care include an assisted living facility, independent housing, family style homes, and live-in support.



**Social Security
Administration**

Address: 2001 Siesta Dr., Suite 301,
Sarasota, FL 34239

Phone Number: (877) 490-9532

Website: www.ssa.gov

Contact:

www.ssa.gov/agency/contact

The Supplemental Security Income (SSI) program pays benefits to eligible disabled adults and children who have limited income and resources.

