

South Carolina Transition Timeline

This timeline is a recommended list of programs, services, activities and concepts that you can use to begin helping your child prepare for the future. The resources/ideas in each age category are based on when they might become applicable or are the “best time to start/enroll”; however, it’s not the only time. You can always revisit something that you did not have an opportunity to do at an earlier time. It’s also possible that some resources might not be applicable to your child and/or your family.

If any of the below phone numbers for agencies in *South Carolina* become out-of-date or do not connect you to the appropriate resource, Get Connected through South Carolina’s 2-1-1 program. South Carolina 2-1-1 is your one-stop resource for finding assistance in your local community. 2-1-1 keeps a database of a wide variety of service providers including support groups, community clinics, counselors, shelters, food pantries, programs for seniors, and many more agencies in South Carolina.



Call 2-1-1 anytime, 24 hours a day, 365 days a year to link to vital services in your community. You can also call 2-1-1 toll free at 1-866-892-9211. This service is offered for free, and in multiple languages.

Age: Birth to 5 Years Old

This is a critical time to get connected with resources and begin accessing services for which your child might be eligible. Below are resources and agencies that you should consider learning more about. For each age category, they are listed in alphabetical order.

Agency/Resource	Description	Contact Info
BabyNet	<p>BabyNet is South Carolina’s interagency early intervention system for infants and toddlers under three years of age with developmental delays, or who have conditions associated with developmental delays.</p> <p>BabyNet matches the special needs of infants and toddlers who have developmental delays with the professional resources available within the community. Services are provided in everyday routines, activities and places relevant to the life of the family. BabyNet is funded and regulated through the Individuals with Disabilities Education Act, and managed through South Carolina First Steps to School Readiness.</p> <p>Anyone (a parent, doctor, caregiver, teacher or friend) can make a referral by the number listed below. The earlier a baby or toddler receives help, the better!</p>	<p>Address: South Carolina First Steps to School Readiness 1300 Sumter Street, Suite 100 Columbia, SC 29201</p> <p>Phone: 1-877-621-0865</p> <p>Email: babynet@scfirststeps.org</p> <p>Website: http://scfirststeps.org/babynet/</p>

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Center for Parent Information and Resources (CPIR)	<p>The CPIR is pleased to serve as the new home of many of the resources developed by NICHCY, the National Dissemination Center for Children with Disabilities. NICHCY's funding ended in October 2013, but many of its products and webpages will live on CPIR, where we can maintain their accuracy and continue to make them available to families, professionals, and Parent Centers.</p> <p>NICHY resources include information on the following topics:</p> <ul style="list-style-type: none"> • All about the IEP • Babies and Toddlers • Behavior Suite • Building the Legacy training curriculum • Disability Fact Sheets • Dispute Resolution • En español In Spanish • IDEA Individuals with Disabilities Education Act • Parental Rights under IDEA • Transition to Adulthood Suite 	<p>To access NICHY resources: http://www.parentcenterhub.org/nichcy-resources/</p>
Child Find	<p>Child Find can help if you think your child has a delay in any area of development. Child Find assists families of children (age three years and older) who may have special needs by helping them find services to reach their full potential. For more information regarding a referral to the Child Find program through your local school district, please follow these steps:</p>	<p>Call the school district where you live or 1-866-SC-Find-1.</p> <ul style="list-style-type: none"> • Tell them that you have a concern about your child (for example, with their walking, talking, behavior, or learning), and you would like more information regarding an evaluation for him/her.
Family Connections of South Carolina	<p>We are a statewide nonprofit organization that links families of children with special healthcare needs and disabilities with resources, support and education. We provide support to parents with a child or family member with any special healthcare need, such as an upcoming surgery, developmental delays, premature birth, physical limitations and all diagnoses including autism, asthma, ADHD and cerebral palsy.</p> <p>Our support for families includes a family-to-family network, statewide offices and a host of programs to educate, inspire and empower families and their children to live rich, fulfilling lives in spite of many challenges. Our programs and services are centered on the concept of parent-to-parent support and the fact that families with shared experiences are uniquely qualified to help each other.</p>	<p>State Office Address: 2712 Middleburg Dr. Suite 103 Columbia, SC 29204</p> <p>Phone: 1-800-578-8750</p> <p>Fax: 1-866-420-4082</p> <p>Email: info@FamilyConnectionSC.org</p> <p>Website: http://www.familyconnectionsc.org/</p>

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<p>Healthy Connections/ Medicaid</p>	<p>Healthy Connections is South Carolina's Medicaid program. It is a medical assistance program that helps pay for some or all medical bills for many people who cannot afford medical care. The program also assists individuals who are over 65 or have a disability with the costs of nursing facility care and other medical expenses. Eligibility is usually based on applicants' income and assets. Healthy Connections is administered by the South Carolina Department of Health and Human Services (SCDHHS) and pays medical bills with state and federal tax money.</p>	<p>To apply for Healthy Connections: You will need to complete and submit an application.</p> <ul style="list-style-type: none"> You may apply online at https://apply.scdhhs.gov The Benefit Bank of South Carolina is available to assist you with the online Healthy Connections application and can provide an assessment of your household's most likely health coverage options. Please contact their help line at (800) 726-8774 or visit them online at https://www.scthrive.org/the-benefit-bank/ if you have questions or need assistance. You may also apply in person at your local county office or contact our main customer service line at (888) 549-0820. In addition, you may apply in person at federally qualified rural health centers and at most hospitals.
<p>Learn the Signs. Act Early.</p>	<p>How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.</p> <p>Check the milestones your child has reached at each age. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.</p>	<p>For more information about the developmental milestones, visit the CDC at:</p> <ul style="list-style-type: none"> http://www.cdc.gov/milestones
<p>PACER Center</p>	<p>PACER Center is a parent training and information center for families of children and youth with all disabilities from birth through 21 years old. Located in Minneapolis, it serves families across the nation, as well as those in Minnesota. Parents can find publications, workshops, and other resources to help make decisions about education, vocational training, employment, and other services for their children with disabilities. PACER's National Bullying Prevention Center provides resources designed to benefit all students, including those with disabilities.</p>	<p>Phone: 952-838-9000</p> <p>Website: http://www.pacer.org/</p>

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<p>Parent Guide to Special Education in South Carolina</p>	<p>For further information on special education services in South Carolina, you may contact the Office of Exceptional Children at the South Carolina Department of Education.</p>	<p>Address of the Office of Special Education Services: 1429 Senate Street Suite 808-I Columbia, SC 29201</p> <p>Phone: 803-734-2738</p> <p>Fax: 803-734-5021</p> <p>To access the Parent Guide (2012), follow this web link:</p> <ul style="list-style-type: none"> • http://ed.sc.gov/agency/programs-services/173/documents/ParentGuideNov12.pdf • Or Google "Parent Guide to Special Education in South Carolina."
<p>PRO-Parents of South Carolina</p>	<p>Parents Reaching Out to Parents of South Carolina, Inc., is a private, non-profit organization which provides information and training about education to families of children with all types of disabilities.</p> <p>PRO-Parents' believes parents can be the best advocates for their children.</p> <p>Experienced advisors assist parents to become more aware of their rights and responsibilities through telephone counseling, workshops and written material.</p> <p>With confidence and knowledge, parents can then participate as equal partners with professionals on behalf of their children.</p> <p>PRO-Parents also serves professionals in education and related fields throughout South Carolina.</p>	<p>Address: 652 Bush River Road Suite 203 Columbia, SC 29210</p> <p>Phone: 803-772-5688 (V/TTY)</p> <p>Toll-free: 800-759-4776</p> <p>Email: PROParents@proparents.org</p> <p>Website: http://www.proparents.org</p>
<p>Protection & Advocacy for People with Disabilities, Inc.</p>	<p>Since 1977 P&A has been an independent, statewide, non-profit corporation that protects and advances the legal rights of people with disabilities.</p> <p>Under annual priorities set by a volunteer Board of Directors, P&A investigates reports of abuse and neglect and advocates for disability rights in areas such as health care, education, employment and housing. P&A serves people of all ages and disabilities. P&A does not charge for its services.</p> <p>P&A's Mission Protecting and advancing disability rights.</p>	<p>Central Office Physical Address: Protection & Advocacy for People with Disabilities 3710 Landmark Drive, Suite 208 Columbia, SC 29204</p> <p>Phone: 1-866-275-7273</p> <p>TTY: 1-866-232-4525</p> <p>Website: http://pandasc.org/</p>

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Safe Kids Worldwide	Safe Kids Worldwide is a global organization dedicated to preventing injuries in children. Safe Kids works with an extensive network of more than 500 coalitions in the United States and partners with organizations in 25 countries around the world to reduce injuries from motor vehicles, sports, drowning, falls, burns, poisonings and more.	Visit: http://www.safekids.org/
Social Security Administration – Social Security Income (SSI)	<p>Children from birth up to age 18 may get Supplemental Security Income (SSI) benefits. They must be disabled and they must have little or no income and resources. Here are answers to some questions people ask about applying for SSI for children.</p> <p>Social Security has a strict definition of disability for children.</p> <ul style="list-style-type: none"> • The child must have a physical or mental condition(s) that very seriously limits his or her activities; and • The condition(s) must have lasted, or be expected to last, at least 1 year or result in death. 	<p>Call Toll-free: 1-800-772-1213</p> <p>TTY: 1-800-325-0778</p> <p>Website: http://www.socialsecurity.gov/disability/</p>
South Carolina Assistive Technology Program (SCATP)	The South Carolina Assistive Technology Program (SCATP) is a federally funded program concerned with getting technology into the hands of people with disabilities so that they might live, work, learn and be a more independent part of the community. As part of a national network of technology-related assistance programs, our goal is to enhance independence, productivity and quality of life for all South Carolinians through access to assistive technology devices and services. We provide a device loan and demonstration program, an on-line equipment exchange program, training, technical assistance, publications, an interactive CDROM (SC Curriculum Access through AT), an information listserv and work with various state committees that affect AT acquisition and IT accessibility. We link people with technology and work with consumers, service providers, state agencies and policy makers.	<p>South Carolina Assistive Technology Program University of South Carolina School of Medicine</p> <p>SCATP is located at Midlands Center: 8301 Farrow Road Columbia SC 29203</p> <p>Phone: (803) 935-5263</p> <p>Toll-free: (800) 915-4522</p> <p>Fax: (803) 935 5342</p> <p>Website: http://www.sc.edu/scatp/</p>
South Carolina Department of Disabilities & Special Needs	<p>The South Carolina Department of Disabilities and Special Needs (DDSN) is the state agency that plans, develops, coordinates and funds services for South Carolinians with the severe, lifelong disabilities of:</p> <ul style="list-style-type: none"> • intellectual disability and related disabilities • autism • traumatic brain injury • spinal cord injury and similar disability 	<p>Address: S.C. Department of Disabilities and Special Needs 3440 Harden St. Ext. Columbia, SC 29203</p> <p>Agency Receptionist: 803-898-9600</p> <p>Phone (V / TTY): 803-898-9600</p>

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	<p>While DDSN provides services that address these specific disabilities, we recognize that our consumers may routinely need services provided by other state agencies - such as education, public health, mental health, housing, and social services.</p> <p>DDSN works with other state agencies to coordinate, arrange for and deliver services to eligible persons. DDSN's specialized services supplement and enhance, not replace, services provided by other state agencies.</p>	<p>Fax: 803-898-9653</p> <p>Toll Free: 1-888-DSN-INFO or (1-888-376-4636)</p> <p>To apply for services, please call the Central Screening & Intake Line at: 1-800-289-7012.</p> <p>Website: http://www.ddsn.sc.gov/</p>
Supplemental Nutritional Assistance Program (SNAP)	<p>SNAP offers nutrition assistance to millions of eligible, low-income individuals and families and provides economic benefits to communities. SNAP is the largest program in the domestic hunger safety net. The Food and Nutrition Service works with State agencies, nutrition educators, and neighborhood and faith-based organizations to ensure that those eligible for nutrition assistance can make informed decisions about applying for the program and can access benefits. FNS also works with State partners and the retail community to improve program administration and ensure program integrity.</p>	<p>South Carolina State Information/Hotline Number: 1-800-616-1309</p> <p>Find the nearest SNAP office to you: https://dss.sc.gov/content/about/counties/index.aspx</p> <p>SNAP Pre-Screening Eligibility Tool: http://www.snap-step1.usda.gov/fns/</p> <p>Apply Online: https://scmapp.sc.gov/</p>
The Family Independence program is also known as the Temporary Assistance for Needy Families program (TANF)	<p>Family Independence (FI) is a time-limited program that assists families with dependent children when families cannot provide for their basic needs.</p> <p>The primary focus of the program is to assist low income families meet basic needs by providing cash assistance, supportive services, and training and employment opportunities. The FI Program is designed to serve both single-parent and two-parent families, as well as households with disabled adults. In many instances these families would be eligible for SNAP benefits and Medicaid.</p>	<p>To Apply: Apply online (https://scmapp.sc.gov/), or complete, sign and return an application to the local Department of Social Services in your county of residence. Applications can be obtained through any county Department of Social Services office.</p>
Women, Infants, and Children (WIC)	<p>The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.</p>	<p>Toll-free in-state: 1-800 922-4406 Phone: (803) 898-0743</p> <p>Fax: (803) 898-0383</p> <p>Email: donovacm@dhec.sc.gov</p> <p>Website: http://www.scdhec.gov/health/mch/wic/index.htm</p>

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Elementary/Middle School Years: 5-12 Years Old

As you might suspect, many of the agencies and resources listed above are still applicable during the primary and secondary school years. But as students continue to develop and make their way through the elementary and middle school years, it is important for parents, teachers and community providers to begin instilling and allowing students to acquire the general life and employment skills that will help make them successful overtime – concepts like being reliable, being on time, finishing assigned tasks, money management, self-determination, etc. The resources and agencies are listed in alphabetical order.

Agency/Resource/Tip	Description	Contact Info
Accessible Instructional Materials	When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, it included a requirement that elementary and secondary school students with disabilities who need print instructional materials in an accessible format receive them in a timely manner. This means that school districts must take reasonable steps to provide accessible instructional materials (AIM) to eligible students with disabilities without delay, typically at the same time as other students receive instructional materials.	<p>National Center on Accessible Instructional Materials at CAST 40 Harvard Mills Square, Suite 3 Wakefield, MA 01880-3233</p> <p>Phone: 781.245.2212</p> <p>Website(s):</p> <ul style="list-style-type: none"> • http://aim.cast.org • http://aim.cast.org/learn/stakeholder_focused/parents_students/aim_families_advocates#.U85xb7HD-70
Chores at Home	It can be difficult to figure out what to expect from your child when it comes to chores. Are they really capable of helping to clean? Using this list of age appropriate chores you can review some guidelines to use when creating chore charts for your children.	<p>Introducing Chores to Your Child: http://nspt4kids.com/parenting/introducing-chores-to-your-child/</p> <p>Visit: http://housekeeping.about.com/od/chorechart1/a/ageapprchores.htm</p> <p>Make a chore chart: http://fun.familyeducation.com/jobs-and-chores/organization/37076.html</p>
Hands on Banking: Money Skills You Need for Life	<p>Whether you're a parent, a student, or a mature adult; a homeowner or a business owner; a first-time employee or a recent retiree; use the Hands on Banking® program to find the knowledge and skills you need to manage money to your best advantage.</p> <p>The Hands on Banking program is free, fun, and easy to use. Use it to take charge of your financial</p>	<p>Visit: http://www.handsonbanking.org/</p>

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	<p>future with money skills you need for life!</p> <p>Available in both Spanish and English, the Hands on Banking program is offered free on the Internet for adults, young adults, and school-aged children without commercial content or product placement.</p>	
I'm Determined	<p>The I'm Determined project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior beginning at the elementary level and continuing through the student's educational career. The self-determined student knows how to set and achieve goals and has a greater understanding of personal strengths and how to get support for areas of need.</p>	<p>Visit: http://www.imdetermined.org</p>
IDEA 2004	<p>The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.</p> <p>Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.</p>	<p>Information on the IDEA can be found on the following websites:</p> <ul style="list-style-type: none"> • http://idea.ed.gov/ • http://www.wrightslaw.com/idea/law.htm • http://www.parentcenterhub.org/repository/idea/
Meal Preparation Skills	<p>If you're hungry, grab your apron and get cooking! Making food yourself - with a little help from a parent - is a great way to learn about food and meal preparation. And we have plenty of recipes for you to try - from pizza to pancakes!</p>	<p>Visit:</p> <ul style="list-style-type: none"> • http://www.kidsacookin.org/ • http://kidshealth.org/kid/recipes/ • http://cookingwithkids.net/
Open a Library Account	<p>Libraries across South Carolina offer amazing collections of information resources in print or in other forms that is organized and made accessible for reading or study.</p>	<p>South Carolina Public Libraries Directory: http://www.publiclibraries.com/southcarolina.htm</p>
Take Your Child to Work Day	<p>Designed to be more than a career day, the Take Our Daughters And Sons To Work® program goes beyond the average “shadow” an adult. Exposing girls and boys to what a parent or mentor in their lives does during the work day is important, but showing them the value of their education, helping</p>	<p>Visit: http://www.daughtersandsonstowork.org/</p>

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	them discover the power and possibilities associated with a balanced work and family life, and providing them an opportunity to share how they envision the future and begin steps toward their end goals in a hands-on and interactive environment is key to their achieving success.	
Teach Employment First Thinking	Employment First is a declaration of both philosophy and policy stating that: Employment is the first priority and preferred outcome of people with disabilities.	Visit: The Association of People Supporting Employment First (ASPE) <ul style="list-style-type: none"> • http://www.apse.org/ • http://www.apse.org/employment-first/resources/

Middle/High School Years: 13-21 Years Old

The transition out of high school is a major life event that must be carefully planned for and carried out. Under the Individuals with Disabilities Education Act (IDEA), secondary transition is defined as: “a coordinated set of activities for a child with a disability that is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and is based on the individual child’s needs, taking into account the child’s strengths, preferences and interests,” (IDEA 2004). By law, under the IDEA (2004) and South Carolina state law, schools become responsible for transition planning beginning at age **13**. Some resources and ideas to consider during the secondary transition process are provided below. The resources and agencies are listed in alphabetical order.

Agency/Resource/Tip	Description	Contact Info
Able South Carolina	<p>Able SC is a Center for Independent Living (CIL), an organization not about “helping” people with disabilities, but built on the central concept of self-empowerment. It’s a consumer-controlled, community-based, cross disability nonprofit that provides an array of independent living services.</p> <p>We do everything it takes to empower people with disabilities to live active, self-determined lives: advocacy, service and support. More than half of our staff are persons with disabilities, as are over half of our Board of Directors. We didn’t just learn this; we live it.</p>	<p>Columbia Office Address: 136 Stonemark Lane Suite 100 Columbia, SC 29210</p> <p>Phone: 803.779.5121</p> <p>Toll-free: 1.800.681.6805</p> <p>TTY: 803.779.0949</p> <p>Website: http://www.able-sc.org/</p>

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Americans with Disabilities Act (ADA)	Know your rights!! The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities. The ADA also establishes requirements for telecommunications relay services.	Website: http://www.dol.gov/dol/topic/disability/ada.htm
Assistive Technology for Work	The South Carolina Assistive Technology Program (SCATP) is a federally funded program concerned with getting technology into the hands of people with disabilities so that they might live, work, learn and be a more independent part of the community. As part of a national network of technology-related assistance programs, our goal is to enhance independence, productivity and quality of life for all South Carolinians through access to assistive technology devices and services. We provide a device loan and demonstration program, an on-line equipment exchange program, training, technical assistance, publications, an interactive CDROM (SC Curriculum Access through AT), an information listserv and work with various state committees that affect AT acquisition and IT accessibility. We link people with technology and work with consumers, service providers, state agencies and policy makers.	South Carolina Assistive Technology Program University of South Carolina School of Medicine SCATP is located at Midlands Center: 8301 Farrow Road Columbia SC 29203 Phone: (803) 935-5263 Toll-free: (800) 915-4522 Fax: (803) 935 5342 Website: http://www.sc.edu/scatp/
Career Curriculum in the Classroom	The goal of any career curriculum is to build academic and occupational competencies and experiences that will allow students to meaningfully participate in the workplace. While there may be multiple forms of career curriculum, there are some key aspects that should be present in every program. A rigorous career curriculum should help students develop awareness for their interests and aptitudes, facilitate understanding of how certain jobs may or may not coincide with their interests, build competent work habits, behaviors, and attitudes, and gain exposure to a variety of work environments. Career curriculum should be a gateway to gainful employment within the community in a job that matches the student's skills and interests.	Have a conversation with your student's teachers and the transition coordinator at your child's school to better understand what, if any, career curriculum is being used in the classroom. To learn more about what types of career curricula are available, check out: National Secondary Transition Technical Assistance Center (2012). Comprehensive Transition Curricula Annotated Bibliography, Charlotte, NC, NSTTAC http://www.nsttac.org/content/transition-curricula This annotated bibliography provides an overview of secondary transition curricular resources. The curricula

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		described are categorized as self-determination, comprehensive transition, or financial literacy.
Center for Disability Resources Library – Transition Specific Information	<p>The Center for Disability Resources (CDR) Library is the largest collection of its kind in the Southeastern United States. Designed to aid the information needs of families, faculty, students, staff, and other professionals working with individuals with disabilities, the Center for Disability Resources Library consists of over 5,300 books, videos, brochures, and audiotapes covering a variety of disability-related topics. The library's website provides access to an online catalog of library materials and directs users to high quality disability information websites.</p> <p>Did you know that there is a wealth of SECONDARY TRANSITION materials available for loan at The Center for Disability Resources (CDR) Library?</p> <p>Materials available for check-out include:</p> <ul style="list-style-type: none"> • Manuals and Handbooks • Assessment Materials • Functional and Self-Advocacy Curricula • Audio & Video materials • Training Modules 	<p>Learn more at: http://uscm.med.sc.edu/CDR/index.asp</p> <p>Accessing hard-copy resources: *Requests for information are accepted by mail, phone, e-mail, fax, and in person. *Books may be borrowed for a month. Videos may be borrowed for 2 weeks. *Too busy to visit the library in person? Library materials and information can be mailed to your home or office. * Postage-paid return mailers are available for materials sent to South Carolina families.</p> <p>Requests are accepted by: Email to: steve.wilson@uscmmed.sc.edu Telephone: (803)216-3206 Or on a walk-in basis</p>
Community-Based Work Experiences during the Transition Process	<p>When a student has real work experiences in high school, they are exponentially more likely to find community-based, competitive work as an adult. Community-based work experiences during high school provides students with the opportunity to identify their interests and strengths, better understand and navigate a workplace environment, and become more successful in finding and maintaining a job after high school.</p>	<p>For more information and tools, check out:</p> <p>Council for Exceptional Children’s Division of Career Development and Transition Publications Committee (DCDT: January, 2012). Fast Facts: Vocational Education. Retrieved from: http://www.nsttac.org/sites/default/files/assets/pdf/NSTTAC-DCDT_Fact_Sheets/DCDT-Fact-Sheet_Vocational-Education1.pdf</p> <p><i>This fact sheet provides an overview of the vocational education predictors of post-school success, as well as practical application strategies for teachers, administrators, and parents.</i></p> <p>National Collaborative of Workforce and Disability. (2013). Employment</p>

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		<p>Resources. Retrieved from: http://www.ncwd-youth.info/topic/employment</p> <p><i>This website provides information on career exploration, employment options, and research-based best practices for transition youth to adulthood and the world of work.</i></p>
<p>Family Engagement during the Transition Process</p>	<p>It has been proven that when parents are involved in the transition planning process, the student is more likely to find competitive work. Quality family involvement in the transition process includes developing a collaborative partnership that is family-centered and culturally sensitive, that helps identify and link the family with appropriate resources, that helps families to identify and understand their child's strengths, abilities, and preferences, and one that helps families to understand the benefits of community inclusion and community work for their young adult.</p>	<p>For information and tools, check out:</p> <p>Disability Law Center. (2012). Planning for Life After Special Education: A Transition Services Online Manual, 2nd edition. Retrieved from: http://www.dlc-ma.org/manual/LASE_manual.htm</p> <p><i>This manual was written primarily for students, parents, and guardians and includes tools to help understand the material. Advocates may also wish to use the lengthy Appendix to this manual which contains questions and answers, state and federal statutes and regulations, policy documents and case law.</i></p> <p>National Collaborative on Workforce and Disability. (2013). Resources for Families. Retrieved from: http://www.ncwd-youth.info/topic/families</p> <p><i>This online resource provides families with vital information in supporting youth during the transition from school to adult life.</i></p>
<p>Free Application for Federal Student Aid (FAFSA)</p>	<p>Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid in the nation. At the office of Federal Student Aid, our 1,200 employees help make college education possible for every dedicated mind by providing more than \$150 billion in federal grants, loans, and work-study funds each year to more than 15 million students paying for college or career school. We are proud to sponsor millions of</p>	<p>To apply for federal student aid, you need to complete the FAFSA® or Free Application for Federal Student Aid. Completing and submitting the FAFSA is free and quick, and it gives you access to the largest source of financial aid to pay for college or career school.</p> <p>In addition, many states and colleges</p>

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	American minds pursuing their educational dreams.	<p>use your FAFSA data to determine your eligibility for state and school aid, and some private financial aid providers may use your FAFSA information to determine whether you qualify for their aid.</p> <p>Fill out a FAFSA at: https://studentaid.ed.gov/fafsa</p>
GCFLearnFree.org	<p>For the past decade, the GCFLearnFree.org program has helped millions around the world learn the essential skills they need to live and work in the 21st century. From Microsoft Office and email to reading, math, and more, GCFLearnFree.org offers 125 tutorials, including more than 1,100 lessons, videos, and interactives, completely free.</p>	<p>Work & Career: Move ahead in your career with tutorials on resumes, the job search, interviewing, and much more. Visit: http://www.gcflearnfree.org/career</p>
IDEA and “Transition Services “	<p>The purpose of the Individuals with Disabilities Education Act is "to ensure that all children with disabilities have available to them a free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living."</p> <p>The term “transition services” means a coordinated set of activities for a child with a disability that:</p> <ul style="list-style-type: none"> •Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation; •Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and •Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. [34 CFR 	<p>Find out more information about what the IDEA specifically requires school’s to provide for students who are of transition age (13-21 years in South Carolina):</p> <ul style="list-style-type: none"> • http://idea.ed.gov • http://www.parentcenterhub.org/repository/iep-transition/ • http://www.wrightslaw.com/info/trans.index.htm

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	300.43 (a) [20 U.S.C. 1401(34)]	
Institute for Community Inclusion	The Institute for Community Inclusion at UMass Boston supports the rights of children and adults with disabilities to participate in all aspects of the community. As practitioners, researchers, and teachers, we form partnerships with individuals, families, and communities. Together we advocate for personal choice, self-determination, and social and economic justice.	<p>Website: http://www.communityinclusion.org/</p> <p>Find your interest areas by searching the “Explore ICI” categories...</p>
Interagency Collaboration during the Transition Process	Adult services are extremely important to ensuring the long-term success of students with disabilities. There are a variety of service providers that can play a role in the transition process (e.g., DDSN, SCVRD, Family Connections, Pro-Parents, AbleSC). When a school helps the student and their family to build the appropriate relationships with these partners, they set the student up for success. A student can be involved with multiple agencies, and in fact, the more agencies a student is able to connect with, the more likely it is that the student will successfully transition out of school and into work.	<p>For more information, check out:</p> <p>Cozzens, G., Dowdy, C.A., & Smith, T.E.C. (1999). <i>Adult Agencies: Linkages for Adolescents in Transition</i>. Retrieved from: http://www.proedinc.com/customer/productView.aspx?ID=1493</p> <p><i>This book represents one of the only sources of information on the nuts and bolts of a range of adult services available for individuals with disabilities. Agencies highlighted include State Department of Education, Vocational Rehabilitation, Social Security Administration, Mental Health, Developmental Disabilities, Department of Labor, and Postsecondary Education. Information on eligibility, services provided, and ways to access the various services is provided.</i></p>
National Alliance for Secondary Education and Transition	<p>The National Alliance for Secondary Education and Transition (NASSET) is a national voluntary coalition of more than 40 organizations and advocacy groups representing special education, general education, career and technical education, youth development, multicultural perspectives, and parents.</p> <p>The goals of NASSET are to:</p> <ul style="list-style-type: none"> • Identify what youth need in order to achieve successful participation in postsecondary education and training, civic engagement, meaningful employment, and adult life; and • Prioritize and address significant issues of national scale that have an impact on the provision of 	<p>Website: http://www.nasetalliance.org/</p>

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	effective secondary education and transition services and policies for all youth.	
National Center on Secondary Education and Transition (NCSET)	The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures. NCSET is headquartered at the Institute on Community Integration in the University of Minnesota's College of Education and Human Development.	<p>Address: National Center on Secondary Education and Transition Institute on Community Integration University of Minnesota 6 Pattee Hall 150 Pillsbury Drive SE Minneapolis, MN 55455</p> <p>Phone: 612-624-2097</p> <p>Fax: 612-624-9344</p> <p>Website: http://www.ncset.org/</p>
National Collaborative on Workforce and Disability (NCWD)	NCWD/Youth is your source for information about employment and youth with disabilities. Our partners — experts in disability, education, employment, and workforce development — strive to ensure you will be provided with the highest quality, most relevant information available.	<p>Visit: http://www.ncwd-youth.info/</p>
National Secondary Transition Technical Assistance Center (NSTTAC)	<p>NSTTAC is a national technical assistance and dissemination center funded by the U.S. Department of Education's Office of Special Education Programs.</p> <p>The National Secondary Transition Technical Assistance Center (NSTTAC) is directed and staffed by the Special Education Program at the University of North Carolina at Charlotte, in partnership with the Special Education Program at Western Michigan University. NSTTAC provides technical assistance (TA) and disseminates information to State Education Agencies, Local Education Authorities, schools, and other stakeholders to (a) implement and scale up evidence-based practices leading to improved academic and functional achievement for students with disabilities, preparing them for college or other postsecondary education and training and the workforce; (b) implement policies, procedures, and practices to facilitate and increase participation of students with disabilities in programs and initiatives designed to ensure college- and career-readiness; and (c) achieve 100% compliance with IDEA, Part B Indicator 13 (I-13).</p>	<p>Address: NSTTAC, University of North Carolina – Charlotte 9201 University City Blvd. Charlotte, NC 28223</p> <p>Phone: 704-687-8606</p> <p>Fax: 704-687-1625 (Fax)</p> <p>Email: nsttacmail@uncc.edu</p> <p>Website: http://nsttac.org/</p>

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<p>Obtain a Driver's License</p>	<p>Transportation is an important part of daily life. Without adequate transportation, access to employment, educational services, independent living, and community activities is limited. Transportation plays a key role in the success of preparing all youth for adult living. A driver's license represents a passport to new freedoms for youth. While the journey to adulthood for youth with disabilities may be different than that of others, they too need the opportunity to experience these freedoms when possible.</p>	<ul style="list-style-type: none"> • South Carolina Department of Motor Vehicles (locations) - http://www.scdmvonline.com/DMVNew/offloclist.aspx • DMV Fees - http://www.scdmvonline.com/DMVNew/default.aspx?n=fees • Beginner Permit Information - http://www.scdmvonline.com/DMVNew/default.aspx?n=beginner_permits
<p>Planning for Adolescents with Special Health Care Needs and Disabilities: A Guide for Health Care Providers</p>	<p>This 80-page resource guide is written for health care providers who care for children with special health care needs. The guide gives information, resources and strategies needed by providers to support adolescents and their families to meet the challenges of transition. With advances in medicine, children with significant disabilities and complex medical conditions are living longer than ever before. As a result they are faced with new challenges as they enter adolescence and adulthood. Physicians are in a unique position to support adolescents as they journey into adulthood --- helping them take greater responsibility for their own health care and prepare for employment, independent living and other activities of adult life.</p>	<p>Manual Available at: https://www.communityinclusion.org/article.php?article_id=184&type=topic&id=2</p> <p>Provider Transition Checklist and Timeline see pgs. 17-19.</p>
<p>Policy, Leadership & Administration during the Transition Process</p>	<p>Ensuring a student's successful transition from school to work is not the sole responsibility of teachers. All school and district personnel have the opportunity to support students in the transition process, albeit in different ways. Providing access to resources and training are only two of the ways a school or district leader can support staff, students, and families and they move through the transition process. At the most basic level, one of the simplest and most meaningful ways that school leaders can support students in transition is by setting high expectations for what students with disabilities can accomplish, believing that each student matters and that they have a bright future, and approaching the transition planning process from a strengths-based perspective. Moreover, an administrator's time, attention, allocation of resources, or even a revision of a policy can demonstrate the importance that the school places on the transition process and the outcomes of the youth that they serve. School personnel must be knowledgeable</p>	<p>To learn more, check out: National Secondary Transition Technical Assistance Center. (2013). Evidence-Based Practices Organized by Skill being Taught: Program Structure. Retrieved from: http://www.nsttac.org/content/evidence-based-practices-organized-skill-being-taught</p> <p><i>The program structure information includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.</i></p>

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	<p>about the practices that they are implementing and overseeing, and they must be aware of the policies and procedure that can help or hinder the transition process.</p>	
Register to Vote	<p>In order to vote, South Carolina law requires one must first register to vote at least 30 days prior to the election. To be eligible to register in South Carolina you MUST:</p> <ul style="list-style-type: none"> • be a United States citizen -be at least eighteen years old on or before the next election • be a resident of South Carolina, this county and precinct • not be under a court order declaring you mentally incompetent • not be confined in any public prison resulting from a conviction of a crime • have never been convicted of a felony or offense against the election laws OR if previously convicted, have served the entire sentence, including probation or parole, or have received a pardon for the conviction. <p>There is no length of residency requirement in South Carolina in order to register to vote. You can register at any time.</p> <p>You must be registered at least 30 days prior to any election in order to vote in that election.</p> <p>Registration by mail applications must be postmarked at least 30 days prior to that particular election to be eligible.</p>	<p>Website:</p> <ul style="list-style-type: none"> • http://www.scvotes.org/ • http://www.scvotes.org/south-carolina-voter-registration-information
South Carolina Vocational Rehabilitation Department (SCVRD)	<p>The South Carolina Vocational Rehabilitation Department provides an individualized array of services to help people with disabilities find employment. Many of our clients are highly motivated but need help developing work skills. After eligibility is established, each client participates in an assessment to determine which vocational rehabilitation services are needed to help the client prepare for employment.</p>	<p>The South Carolina Vocational Rehabilitation Department's 20 area offices serve as the primary entrance points into the SCVRD program.</p> <p>Visit: http://scvrd.net/offices/ to find the appropriate contact information for your local office.</p> <p>Toll-free: 800-832-7526 Phone: 803-896-6500 TTY: 803-896-6553</p>

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<p>Student Engagement during the Transition Process</p>	<p>All students should be actively involved in their education and the decision making processes that guides their future. Helping to develop a student's self-determination skills and empowering them to make their own choices and decisions, solve problems, set goals, take risks, evaluate themselves, be a leader, expect positive outcomes, take responsibility for their choices, and be aware of who they are as an individual are not just important work skills, but important life skills. Through active engagement in the transition process, students should walk away from school with an understanding of their own strengths, weaknesses, and needs. Additionally, they should be able to work as a collaborative team member to develop their own goals and strategize ways to achieve them. Finally, it is important that there are strategies in place to help students better understand the resources available in the local community that can be of support during and after high school.</p>	<p>Have a conversation with your student's teachers and the transition coordinator at your child's school to better understand how they are empowering your youth to lead their own IEP. Ask how they are teaching students self-determination and advocacy skills.</p>
<p>Take the SAT or ACT</p>	<p>The SAT and SAT Subject Tests are designed to assess your academic readiness for college. These exams provide a path to opportunities, financial support, and scholarships, in a way that's fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.</p> <p>The ACT is a national college admissions examination that consists of subject area tests in:</p> <ul style="list-style-type: none"> • English • Mathematics • Reading • Science <p>The ACT Plus Writing includes the four subject area tests plus a 30-minute Writing Test.</p>	<p>SAT Website: http://sat.collegeboard.org/</p> <p>ACT Website: http://www.actstudent.org/</p>
<p>The ME! Lessons for Teaching Self-Awareness and Self-Advocacy</p>	<p>The ME! Lessons for Teaching Self-Awareness and Self-Advocacy materials and activities teach students to understand their disability and abilities, rights and responsibilities, and self-advocacy skills. During the lessons each student develops a portfolio containing critical information and documents to help students transition from high school to postsecondary settings. The ME! Lessons include detailed lesson plans aligned with both the</p>	<p>Me! Lesson Plans Available at: http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials.html</p>

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	Common Core standards and the Oklahoma Priority Academic Student Skills (PASS), PowerPoint presentations, pencil-paper activities, interactive group activities, performance assessments, and a research project.	
Think College	Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. With a commitment to equity and excellence, Think College supports evidence-based and student centered research and practice by generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals and families. Click to learn more about our various grant projects.	Website: http://www.thinkcollege.net
TransCen, Inc.	TransCen, Inc. is a non-profit 501(c)3 organization dedicated to improving educational and employment outcomes for people with disabilities. Our work is driven by the belief that there is a job for everyone who wants one, regardless of the nature of their disability, or other barriers to employment, their need for workplace support and accommodation, or economic circumstance. Our associates develop, implement, and research innovative practices regarding school-to-adult life transition, career and workforce development, and inclusive community participation.	Website: http://www.transcen.org/ Self-Paced Transition Modules: These modules provide an overview and orientation to main concepts, geared to help you understand the basics of transition services. These modules are aligned with competencies endorsed by prominent national initiatives, and were made possible thanks to the financial support of the Johnson Scholarship Foundation. <ul style="list-style-type: none"> • http://www.transcen.org/index.php?option=com_content&view=article&id=170&Itemid=98
Transition Coalition at the University of Kansas	Located at the University of Kansas, Center for Research on Learning, the Transition Coalition maximizes professional development focusing on secondary school reform and transition at the national, state, and local levels. The Transition Coalition provides FREE research-based online training for professionals and others involved in transition planning. These modules are developed using up-to-date research in transition, effective practices in professional development, and are tested by practitioners across the country.	Online Training Modules: http://transitioncoalition.org/transition/module_home.php

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<p>Transition Lesson Plan Starters for Teachers</p>	<p>The National Secondary Transition Technical Assistance Center (NSTTAC) Lesson Plan Starters are based on high or acceptable quality intervention studies, in which secondary students were taught a new skill. Lesson Plan Starters were developed based on the description of the intervention and data collection procedures provided in each study. [c1] Each lesson plan starter includes:</p> <ol style="list-style-type: none"> 1. Lesson objectives; 2. Setting and materials; 3. Lesson content; 4. Teaching procedures; 5. Evaluation methods; and 6. Citation for article from which lesson plan was developed. 	<p>Lesson Plan Starters Available at: http://nstattac.org/content/lesson-plan-starters</p>
<p>Transition Planning & Assessment</p>	<p>Understanding a student’s present level of functioning and performance is critical to knowing how to plan for the future. The best approach to planning for the future with a student is person-centered planning, which will assist the student in taking control of his or her own life. To assess where the student is currently, the school, with input from the student and the parents, should conduct both formal and informal assessments to identify the student’s abilities, interests, and preferences. Formal assessments are assessments that have a certain standard and are set to compare students against a norm, while informal assessments are any other assessment used to gather information. Informal assessments could include check lists, interviews, or questionnaires. The ultimate goal of this process is to make sure that all individuals involved in the student’s learning environment (students, parents, school staff, adult service staff, etc.) are actively working to provide the appropriate experiences that will help them to thrive both before and after exiting high school.</p>	<p>Have a conversation with your student’s teachers and the transition coordinator at your child’s school to better understand what assessments have been conducted. Ask that they share the results with you and provide your input. Incorporate the information that has been collected into the IEP transition plan.</p> <p>To learn more about the assessment process and different types of assessments that are out there, check out: Timmons, J., Podmostko, M., Bremer, C., Lavin, D., & Wills, J. (2005). <i>Career planning begins with assessment: A guide for professionals serving youth with educational & career development challenges (Rev. Ed.)</i>. Washington, D.C.: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. Available at http://www.ncwd-youth.info/career-planning-begins-with-assessment</p> <p>National Secondary Transition Technical Assistance Center (2013). <i>Age Appropriate Transition Assessment Toolkit Third Edition</i>. University of North Carolina at Charlotte, A. R. Walker, L. J. Korterling, C. H. Fowler, D.</p>

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		Rowe, & L.Bethune. Available at: http://nstattac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition
Zarrow Center at the University of Oklahoma	The Zarrow Center for Learning Enrichment facilitates successful secondary and postsecondary educational, vocational and personal outcomes for students and adults with disabilities. ZC faculty, staff, and students do this through self-determination oriented evaluation, research, development, transition education instruction, and dissemination of best educational and support practices. The ZC also prepares undergraduate and graduate students to assume leadership roles in schools, universities, and support organizations.	Website & Transition Resources: http://www.ou.edu/education/centers-and-partnerships/zarrow.html

This document has been adapted from and includes references to:

Oklahoma Transition Council. (2015). *Timeline of Transition Activities*. Retrieved from:
<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/timeline-of-transition-activities.html>



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