

## Planning for the Future Begins Now

**All parents should take a few vital steps** as soon as you are aware that support may be needed in adulthood. If you don't need the services when the time comes you can always refuse services. However, there is 10-year waiting list for many services so it is better to register and decide that you don't need support than to not register. Your child is never too young to get on the list. They will be graduating from school before you know it, so be sure you have options to access.

### **You should register now for:**

1. **HCS waiting list.** Find your local center at [www.dads.state.tx.us](http://www.dads.state.tx.us) and click on "Help for Texans..." then fill in the information requested in "Who can I call to start getting DADS services?" This program will give you access to group homes or you can become a foster parent and get paid for supporting your own child when they become adults.

2. **CLASS-877.438.5658** (Community Living Assistance and Support Services) is a Medicaid waiver program that provides home and community based support so individuals can achieve their desired lifestyles and be valued members of the community by:

addressing health and safety;  
offering opportunities to better achieve their goals; and  
making the most efficient use of all available resources to accomplish these goals.

At age **14** transition should be addressed in the annual ARD. This is when you formally begin to **evaluate where the student is now, what long term goals are desired, how you are going to reach those goals and what needs to be happening now** to reach those goals.

There are **four areas** that should be addressed in the planning.

1. How will the student **support himself as an adult (social security, employment, other)?**
2. What are the **educational needs now and beyond high school to reach the goal?** What classes/skills does the student need now to attain his graduation goals academically and vocationally?
3. How will the student **make and maintain friends** now and in the future? What are some **leisure interests** and how can that be supported or explored? This includes being connected to family.
4. What is the goal for **living arrangements**: at home with parents, supported or independently in an apartment, a group home? What **skills** are needed to participate in the home environment? What can the family work on now to create greater independence in maintaining/participating in the home environment with such things as cooking, laundry, grocery shopping, cleaning, budgeting, first aid, and safety? To access what you might need to think of including, you can take a free survey at [http://lifskills.casey.org/clsa\\_learn\\_provider](http://lifskills.casey.org/clsa_learn_provider)

To access Casey Life skills you will have to register as a provider, but it is free and you

are the provider. There are also resources on the site to provide ideas of how to teach skills to your child.

Level one and two are mainly skills children should be exposed to early in life. At level three they are expected to be able to do some of the task. Disregard the ages associated with any level and pick the one most appropriate for where you are now.

Some of the information from this survey may become IEP goals or skills/knowledge that needs to be taught at home.

**High school planning** should become more detailed as graduation is approached. Any agencies that will help support the child should be invited to the annual ARD. They may not attend until graduation but if there is a case manager it is always good to have them involved in the planning also.

The transition plan is a **fluid document** meant to guide the process. It can be amended each year as needs evolve and circumstances change. The goal is to have in place on the last day of school the supports and a plan to begin realizing long-term goals.

Websites with additional information:

<http://www5.esc13.net/tv/special-education/families/>

- Video series of topics of interest with conversations by Caroline Nelson of Eanes ISD and Rosemary Alexander, Texas Parent to Parent
- Topics include Future Planning, Guardianship, Medicaid Waivers, SSI: Medicaid Eligibility, Behavior, Collaborative Teaming, Relationship Talks, and Personal Network

<http://www.transitionintexas.org/cms/lib/TX01001018/Centricity/Domain/3/Texas%20Transition%20and%20Employment%20Guide%202014.pdf>

- The Texas Transition and Employment Guide offers detailed information on transition topics
- List of websites with additional information

<http://www.pacer.org/parent/php/PHP-c107.pdf>

- List of 10 priorities for developing successful adults

<http://www.parentcenterhub.org/repository/transition-starters/#parents>

- List of articles/resources for transition planning to adulthood

<https://www.roundrockisd.org/departments/special-education/transition-information-for-students-and-parents/>

- Comprehensive list of Austin area agency supports for students

- Tools for planning for adulthood
- Comparison of HCS and CLASS services offered
- Ignore information pertinent to RRISD only (most of the information is for anyone)