



Vocational Rehabilitation Resources for Teens Transitioning into Adulthood



Transition into Adulthood

If a child is 16 or older, their Individual Education Plan (IEP) will include transition services that are intended to help them prepare to move from the world of school to adulthood. As part of transition planning, the IEP team will consider post-secondary education, vocational training or employment.

Often, the school's IEP team is joined by a vocational rehabilitation counselor from the state. By planning the transition process, teens will be prepared to move onto the next phase of their life and supports will be in place.

Every state has a federally funded agency that administers vocational rehabilitation (VR), and supported employment. VR assists people in finding jobs through local searches and by promoting self-employment and telecommuting opportunities. VR services vary widely depending on the state but typically include medical, psychological and vocational assessments; counseling and guidance; vocational and other types of training; interpreter and reader services; services to family members; rehabilitation technology; placement; post-employment services; and/or other goods and services necessary to achieve rehab objectives and secure employment. In some cases, VR may pay for transportation and vehicle modification. The services are different in each state based on their funding.

Source: Paralysis Resource Guide (<https://www.ChristopherReeve.org/guide>)

Websites

Association on Higher Education and Disability: Moving Ahead—Transition Resources for Everyone

<http://www.ahead.org/students-parents>

This page has FAQs for students and parents on transitioning to college and issues related to accommodation for college students. There is also a list of links to resources on assistive technology, career programs, parent education services, and student support groups.

AbilityPath's report "The Journey to Life After High School: A Road Map for Parents of Children with Special Needs"

<http://abilitypath.org/wp-content/uploads/2015/12/life-after-high-school.pdf>

The Center for Parent Information and Resources (CPIR)

<http://www.parentcenterhub.org/repository/transitionadult/>

507 Broad Street, Suite 702

Newark, NJ 07102

Email: mrodriguez@spanadvocacy.org

(CPIR) serves as a central resource of information and products to the community of Parent Training Information (PTI) Centers and the Community Parent Resource Centers (CPRCs), so that they can focus their efforts on serving families of children with disabilities. Every state has at least one **Parent Training and Information Center** (PTI) to offer families just this kind of information. Many states also have a **Community Parent Resource Center** (CPRC), which offers the same type of support and training to parents

of children with disabilities. This website offers a map locator by state, click on your state to find the centers in it.

Christopher & Dana Reeve Foundation

www.ChristopherReeve.org

offers a pre-employment benefits consultation. Please note that the consultant does not help you find a specific job or job training. The consultant will analyze any benefits you receive from the government and go over the pros and cons of employment with regards to your benefits. We will pay for up to 3 hours of time with the consultant per client so that there is no charge to you. Call an Information Specialist at 800-539-7309 to learn more or go to www.ChristopherReeve.org/Ask to reach an Information Specialist.

Council for Exceptional Children, Division on Career Development and Transition

<https://dcdt.org/>

DCDT promotes career development and transition services for people with disabilities. The site has a comprehensive list of resources.

Institute for Community Inclusion: Postsecondary Education Options for Students with Intellectual Disabilities

http://www.communityinclusion.org/article.php?article_id=178

This August 2006 article by Debra Hart may apply to people with brain injuries or cerebral palsy.

Job Accommodation Network

<http://askjan.org>

Phone: 800-526-7234, 877-781-9403 (TTY)

E-mail: jan@askjan.org

JAN is a free consulting service that provides information about job accommodations, the Americans with Disabilities Act (ADA), and the employability of people with disabilities. The site has information on assistive technology and employment accommodations.

National Center on Accessible Instructional Materials

<http://aem.cast.org/>

This site has information on accessible instructional materials (AIM) which are specialized formats of curricular content that can be used by and with students who are unable to read or use standard print materials. The NIMAS Center maintains and updates the National Instructional Materials Accessibility Standard (NIMAS), which guides the production of alternate versions of textbooks and related instructional materials.

Pacer Center: National Parent Center on Transition and Employment

<http://www.pacer.org/transition/>

PACER Center

8161 Normandale Boulevard

Minneapolis, MN 55437

Phone: 952-838-9000

E-mail: pacer@pacer.org

Offers resources for parents of teens with special needs as they transition from school.

Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)

<http://www.resna.org/>

2001 K Street, NW

3rd Floor North

Washington, DC 20006

Phone: (202) 367-1121

Email: info@resna.org

RESNA is a professional society that supports the development, dissemination, and utilization of rehabilitation engineering and assistive technology.

Rehabilitation Services Administration (RSA)

<http://rsa.ed.gov/>

RSA's mission is to provide leadership and resources to assist state and other agencies in providing vocational rehabilitation, independent living and other services to individuals with disabilities to maximize their employment, independence and integration into the community and the competitive labor market.

Social Security Administration (SSA): PASS Plans

<https://www.ssa.gov/disabilityresearch/wi/pass.htm>

SSA has information and resources on Plan to Achieve Self-Support (PASS) Plans, a program administered by the Social Security Administration that allows a person with disabilities to set aside income or resources for a period of time to achieve a work goal.

Transition Coalition

<https://transitioncoalition.org/>

Transition Coalition provides online information, support, and professional development on topics related to the transition from school to adult life for youth with disabilities.

U.S. Department of Education: Auxiliary Aids and Services for Postsecondary Students with Disabilities

<http://www.ed.gov/print/about/offices/list/ocr/docs/auxaids.html>

This page has information on the laws regarding auxiliary aids and services, examples of such aids and services, and the responsibilities of postsecondary institutions and students in provision of auxiliary aids and services.

U.S. Department of Education: Rehabilitation Services Administration (RSA)

<https://www2.ed.gov/about/offices/list/osers/rsa/index.html>

This page provides information about vocational rehabilitation programs including eligibility and services provided to help people further their education, obtain employment, or start their own businesses.

U.S. Department of Education, Office of Special Education Programs: Individuals with Disabilities Education Act (IDEA)

<http://idea.ed.gov>

This site has information and resources related to the Individuals with Disabilities Education Act (IDEA), a law ensuring services to children with disabilities. 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.

U.S. Department of Education: Students with Disabilities Preparing for Postsecondary Education – Know Your Rights and Responsibilities

<http://www.ed.gov/print/about/offices/list/ocr/transition.html>

The information in this pamphlet, provided by the USDE's Office for Civil Rights and updated in September 2011, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

U.S. Department of Education: Transition of Students with Disabilities to Postsecondary Education – A Guide for High School Educators

<http://www.ed.gov/print/about/offices/list/ocr/transitionguide.html>

This guide developed by the USDE's Office for Civil Rights and updated in March 2011 highlights the significant differences between the rights and responsibilities of students with disabilities in the high school setting and the rights and responsibilities these students will have once they are in the postsecondary education setting. It provides answers to frequently asked questions and some practical suggestions that high school educators can share with students to facilitate their successful transition to postsecondary education.

For more information on education for people with disabilities or employment for people with disabilities, please see the Reeve Foundation's fact sheets (<http://www.christopherreeve.org/factsheets.>) on those topics. You may also want to see the Vocational Rehabilitation factsheet (for adults).

The information contained in this message is presented for the purpose of educating and informing you about paralysis and its effects. Nothing contained in this message should be construed nor is intended to be used for medical diagnosis or treatment. It should not be used in place of the advice of your physician or other qualified health care provider. Should you have any health care related questions, please call or see your physician or other qualified health care provider promptly. Always consult with your physician or other qualified health care provider before embarking on a new treatment, diet or fitness program. You should never disregard medical advice or delay in seeking it because of something you have read in this message.

This publication is supported by the Administration for Community Living (ACL), U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,000,000 with 100 percent funding by ACL/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACL/HHS, or the U.S. Government.