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General Self-Help Resources

**To Promote Effective Transition Planning
with Students with Disabilities under IDEIA
of 2004 and the Rehabilitation Act of 1973,
as Amended**

***Sponsored by the Department of Education/Division of Vocational
Rehabilitation and the State of Florida***

***The self-help resource information provided is not a substitute for legal
advice***

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FAAST, Inc. offers this resource information to foster cooperation among public school officials, parents, family members, caregivers, guardians, advocates or representatives, and other agencies or transition partners as they work together to accomplish effective transition planning with students with disabilities.

As with other FAAST resource guides, these transition planning resources contain hyperlinks to an array of federal and state reference materials and is available on the FAAST website at www.faast.org/resources/library.

To learn more about FAAST programs and services or to sign up for our free online *FAAST Access* magazine, go to: www.faast.org.

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Introduction to Transition Resources

Students with disabilities in Florida should begin to receive effective transition planning at age 14, or earlier if determined by the individualized education planning (IEP) team. At age 14, IEP teams should begin the process of identifying post-secondary goals and the transition services students with disabilities will need in order to achieve those goals. Click [here](#) to review Florida State Board Rule 6A-03028, F.A.C., on the provision of free appropriate public education (FAPE) and the development of individual educational plans for students with disabilities inclusive of transition planning and services.

Officials with the Florida Department of Education (FLDOE), the Division of Vocational Rehabilitation (DVR), and the Division of Blind Services (DBS) Vocational Rehabilitation (VR) Program, as applicable and appropriate, should work together with other community partners, the student, and family members to help develop effective transition plans and to provide transition services. Federal law and regulations require that the provision of transition services must begin at age 16. The IEP should clearly state all interagency responsibilities for the provision of these transition services, which will help ensure that FLDOE and Vocational Rehabilitation programs appropriately coordinate services in an effective and timely manner.

Assistive Technology Services

Be sure to remember to include needed assistive technology (AT) and support services in the transition plan. It is essential that students receive AT evaluations and assessments to determine what AT devices and services would best enable the student to achieve their goals as independently as possible. To review information about the state's requirement to provide AT evaluations within 60 days of a request from an IEP team, how AT is to follow the student into post-secondary life, and other related topics, please see [§1003.575, F.S.](#) For more information about evaluation requirements under IDEIA as amended, please see [34 C.F.R. §300](#).

What are transition services?

Transition services are defined in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, as amended, at 20 U.S.C. § 1401 (34).

(34) Transition services:

The term "transition services" means a coordinated set of activities for a child with a disability that—

(A) 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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Click [here](#) for more information and to review this and other definitions under IDEIA of 2004.

Transition services related to state Vocational Rehabilitation programs are defined in the Rehabilitation Act of 1973, as amended, at 29 U.S.C. § 705 (37).

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

Click [here](#) for more information and to review this and other definitions under the Rehabilitation Act of 1973, as amended.

Responsibilities of DVR and DBS VR Program to provide transition services

Code of Federal Regulations (Rehabilitation Act)

34 C.F.R. § 361.22 Coordination with education officials

(a) Plans, policies, and procedures.

(1) The State plan must contain plans, policies, and procedures for coordination between the designated State agency and education officials responsible for the public education of students with disabilities that are designed to facilitate the transition of students with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services under the responsibility of the designated State agency.

(2) These plans, policies, and procedures in paragraph (a)(1) of this section must provide for the development and approval of an individualized plan for employment in accordance with §361.45 as early as possible during the transition planning process but, at the latest, by the time each student determined to be eligible for vocational

rehabilitation services leaves the school setting or, if the designated State unit is operating under an order of selection, before each eligible student able to be served under the order leaves the school setting.

(b) *Formal interagency agreement.* The State plan must include information on a formal interagency agreement with the State educational agency that, at a minimum, provides for—

(1) Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services;

(2) Transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and completion of their individualized education programs (IEPs) under section 614(d) of the Individuals with Disabilities Education Act;

(3) The roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services; and

(4) Procedures for outreach to and identification of students with disabilities who are in need of transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals.

Click [here](#) to review 34 C.F.R. §361.22.

Transition Planning

Who may be included in the transition team?

The transition team should include the student with a disability, as he or she is the one with the most at stake in receiving an effective transition plan. The transition team may include, but is not limited to: FLDOE officials and teachers, parents, advocates and representatives, community partners, Vocational Rehabilitation counselors, therapists, representatives of other state agencies responsible for providing services, not-for-profit agencies such as Centers for Independent Living (CILs), and any other service delivery system or program that needs to be involved as a part of a student's effective and successful transition plan.

One of the goals that school officials and Vocational Rehabilitation programs should work to achieve is the implementation of a thoroughly coordinated transition plan designed to achieve post-secondary results for

students with disabilities. Transition goals should reflect the student's needs, strengths, interests, and preferences, and also specify the supports needed by the student to achieve a successful outcome.

What needs to be included in the IEP/transition plan?

Transition goals should be measurable and must focus on the student's long-term needs, preferences, and interests. Specific goals should be written with timeframes and can be adjusted, as needed. Service providers should be identified in the student's transition plan. All needed transition services that are to be coordinated should be set forth in the transition plan, including a statement of the interagency responsibilities and/or any needed linkages with other service providers.

FAAST, Inc.'s Self-Help Resource Guides

For your convenient reference, FAAST, Inc. has created specific self-help resource guides with easy to find hyperlinked resources to assist students with disabilities, their families, and other interested and affected parties. See links:

[Individuals with Disabilities Education Improvement Act \(IDEIA\), Reauthorized 2004](#)

[Students Eligible to Receive Reasonable Accommodations and Auxiliary Aids and Services Pursuant to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Amended 2008](#)

[Employment Resources for Individuals with Disabilities](#)

50+ National and State Transition Planning Resources

There are many national and state resources designed to promote effective transition planning to help you receive necessary and required transition services. The following comprehensive national and state resources are user-friendly and hyperlinked for your convenient reference.

National Transition Resources

1. National Secondary Transition Technical Assistance Center (NSTTAC)

NSTTAC is a national technical assistance and dissemination center funded by the U.S. Department of Education's Office of Special Education Programs (OSEP, CFDA# 84.326J11001) from January 1, 2012 – December 31, 2014.

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

Age Appropriate Transition Assessment Toolkit

Section 1: [What is transition assessment?](#)

Section 2: [Why conduct transition assessments?](#)

Section 3: [How do I select instruments?](#)

Section 4: [How do I conduct an age appropriate transition assessment?](#)

Section 5: [Sample Instruments](#)

Section 6: [Emerging Issues](#)

<http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit>

Tiered Interventions and Secondary Transition Planning for Students with Disabilities 101

http://nsttac.org/sites/default/files/Tiered_Interventions_and_Secondary_Transition101.FINAL_2.pdf

2. National Dissemination Center for Children with Disabilities

NICHCY is pleased to connect you with resources on transition services for youth with disabilities. http://www.education.com/reference/article/Ref_Transition_101/

There's a very simple and common sense reason why IDEA 2004 requires that students with disabilities be invited to attend every IEP meeting where postsecondary transition goals will be considered: *It's their lives.* <http://nichcy.org/schoolage/transitionadult/students>

Transition to Adulthood <http://nichcy.org/schoolage/transitionadult>

3. National High School Center

The National High School Center develops tools and products on the latest practices and information on pressing high school improvement topics. Below, you will be able to access reports, briefs, fact sheets, guides, and brochures produced by the National High School Center on a variety of current high school issues. Please also visit our [High School Knowledge Database](#) to access external, vetted resources by high school topic area. To review multiple resources, go to: <http://www.betterhighschools.org/pubs/>.

4. 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. For more information, go to: <http://www.ncset.org/>.

5. The ALLIANCE National Parent Technical Assistance Center (NPTAC)

The ALLIANCE National Parent Technical Assistance Center (NPTAC) provides [Parent Centers](#), Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs), with innovative technical assistance, up-to-date information, and high quality resources and materials. A major goal of the ALLIANCE National PTAC is to build the capacity of Parent Centers in order to improve results for children with disabilities ages 0 -26 in rural, urban and suburban areas and from underrepresented and underserved populations. For more information, go to: <http://www.parentcenternetwork.org/national>.

6. HSC Foundation

The National Youth Transitions Initiative assist youth and young veterans with disabilities in creating and living a self-directed path to adulthood and employment. The National Youth Transitions Initiative is the signature initiative of The HSC Foundation. For more information, go to: [National Youth Transitions Initiative](#).

**7. The Rehabilitation Act: Outcomes for Transition Aged Youth
[Report by National Council on Disability](#)**

8. Key Resources for Transitioning Youth with Disabilities from the Secondary Transition Toolkit (Disability Rights Education & Defense Fund)
http://dredf.org/special_education/training_materials/Transition-Toolkit.pdf

9. Transition, Transition Services, Transition Planning – Wrightslaw.com
<http://www.wrightslaw.com/info/trans.index.htm>

10. Transition of Students With Disabilities To Postsecondary Education: *A Guide for High School Educators*
<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

11. PACER Center

The mission of PACER Center (Parent Advocacy Coalition for Educational Rights) is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of [parents helping parents](#)

Transition Planning and Employment

From the time your child begins receiving special education services, an Individualized Education Program (IEP) guides his or her education. During the transition years, your son or daughter's IEP must contain specific transition services defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and its regulations. IDEA requires that by age 16 the IEP team

must determine what instruction and educational experiences will help students prepare for the transition from school to adult life. IDEA requires that parents and students be involved in all aspects of transition planning and decision-making. For more information, go to:

<http://www.pacer.org/tatra/resources/transitionemp.asp>.

ADA and Transition: Q & A <http://www.pacer.org/publications/adaqa/ada.asp>

12. Education Resources Information Center (ERIC)

TITLE: [Transition Planning for Students with Disabilities: A Special Topic Report of Findings from the National Longitudinal Transition Study-2](#)

TITLE: [Effect of Student-Directed Transition Planning with a Computer-Based Reading Support Program on the Self-Determination of Students with Disabilities](#)

13. **Council for Exceptional Children (CEC), Division of Career Development and Transition (DCDT)**

The mission of DCDT is to promote national and international efforts to improve the quality of and access to, career/vocational and transition services, increase the participation of education in career development and transition goals and to influence policies affecting career development and transition services for persons with disabilities. For more information, go to:

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

14. **Transition Planning for Students With IEPs**

Learn how this part of the IEP allows a teen in special education to outline goals that will help him achieve his post-high school plans.

<http://www.greatschools.org/special-education/health/873-transition-planning-for-students-with-ieps.gs>

15. **Access to Information (AIM) about Transition**

Access to information about transition is important for all learners providing relevant resources pertaining to the transition from high school to college, to work, and to life. Information about rights of students and families, helpful web resources, and a collection of transition-related research articles are included. <http://aim.cast.org/learn/post-secondary/transition>

As the school year begins, families of students who have difficulty using typical printed instructional materials effectively often have concerns and questions about "accessible instructional materials" and if those materials could be needed by their children.

The [AIM Center](#) has put together a special back-to-school edition of the AIM Connector highlighting resources that address questions frequently asked by families members at the start of school.

Interested in learning about accessible instructional materials for your child? For more information, go to: [AIM Factsheet](#).

16. Education Partnerships, Inc.

The most successful schools see the transition between the middle grades and high school as a process, not an event. These schools involve teachers, students and families in continuous planning to support students' academic and social success in high school and beyond. [Research Brief Transition from Middle School to High School](#)

17. QuickBook Of Transition Assessments

This guide will provide technical assistance to school districts and/or agencies that provide special education or special education and related services to youth with disabilities. <http://www.tslp.org/docs/QuickbookIEPChecklistFinal091407.pdf>

18. Association on Higher Education and Disability (AHEAD) Transition Resources A – Z
<http://www.ahead.org/students-parents/transitions>

19. United States Government Accountability Office (GAO)

Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition from High School <http://gao.gov/products/GAO-12-594>.

GAO: Transition for Students With Disabilities Can, Must Improve

http://blogs.edweek.org/edweek/speced/2012/08/gao_transition_for_students_.html

20. Internet Resources for Families of Children with Disabilities

Transition to Adulthood: There is a wealth of internet resources for families of children with disabilities. The numbers decrease when the subject turns to transition to adulthood. When children with disabilities reach adolescence, questions about post-secondary education, employment opportunities and independent living arise. The sites on this page address some of these issues. For more information, go to:

<http://www.supportforfamilies.org/internetguide/transition.html>

21. OCALI Transition Webcasts

[OCALI's webcasts](#) on transition to adulthood, includes videos on government benefits, employment and post-secondary information.

22. Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning

The tool, developed by researchers Raymond Morley and James Veale and used by New Hampshire's Achievement in Dropout Prevention and Excellence (APEX II) program in partnership with the University of New Hampshire's Institute on Disability, helps match appropriate supports with individual student needs, particularly those students most at risk, in order to help ensure a smooth transition into and through the gatekeeper year of ninth grade and beyond.

http://www.betterhighschools.org/docs/NHSC_TransitionsReport.pdf

23. Exceptional Family Resource Center

<http://www.efrconline.org/index.cfm?page=Transition%20Planning>

24. Transition Resources

This webpage is a resource. Milestones Organization does not endorse or recommend any providers, methodologies or services from any of the groups or companies listed below.

http://www.milestones.org/resources_transition.htm

25. Best Practices in the Transition from High School To Adult for Individuals with ASD and other Developmental Disorders

<http://autismnow.org/articles/best-practices-in-the-transition-from-high-school-to-adult-for-individuals-with-asd-and-other-developmental-disorders/>

26. Peter Gerhardt, Ed.D. - Transitions to Adulthood for Learners with ASD

International speaker, scholar and expert in the field of transition to adulthood for youth with autism spectrum disorder. Please see [link](#).

27. Transition Planning: Helping Students with Down Syndrome Prepare for Life After High School

<http://www.ndss.org/Resources/Adolescence-Adulthood/Life-After-High-School/>

28. United Cerebral Palsy (UCP) Transition

<http://www.ucp.org/resources/education/transition>

29. Transition Process from High School to Post-Secondary Education for Deaf and Hard of Hearing Students

<http://www.handsandvoices.org/needs/transition.htm>

30. Council for Learning Disabilities

Info sheet About Transition: <https://www.cldinternational.org/Infosheets/transition.asp>

31. Transition and Self-Advocacy article

<http://www.ldonline.org/article/7757/>

32. Transition to Independence Process (TIP) Project

The Transition to Independence Process (TIP) model is an [evidence-supported practice](#) based on published studies that demonstrate improvements in real-life outcomes for youth and young adults with emotional/behavioral difficulties. For more information, go to:

<http://tip.fmhi.usf.edu/>.

State Transition Resources

1. Project 10 – Transition Education Network

The mission of Project 10: Transition Education Network, hereinafter referred to as "Project 10," is to assist Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. Project 10 serves as the primary conduit between the Florida Department of Education, specifically the Bureau of Exceptional Education and Student Services (BEESS), and relevant school district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities.

www.project10.info

Identifying Postsecondary Options

Students who complete high school have several postsecondary options. Unfortunately, many high school graduates, including students with disabilities, are not adequately prepared to succeed in postsecondary education.

Mental Health Support for Students Transitioning to Adulthood in Florida

The National Longitudinal Transition Study (NLTS) found that youth with emotional disturbances (ED) experienced a "mixed bag of transition experiences" in high school (Wagner et al, 1991). Ten years later, the second National Longitudinal Transition Study (NLTS2) found similar results (Wagner & Cameto, 2004).

2. *Transition Planning for Students with Disabilities – A Guide for Families*

Rich Text Format: www.fldoe.org/ese/rtf/TransitionGuide.rtf

PDF <http://www.fldoe.org/ese/pdf/Transition.pdf>

3. *Developing Quality Individual Educational Plans A Guide for Instructional Personnel and Families (inclusive of transition planning)*

<http://www.fldoe.org/ese/pdf/QualityIEPs.pdf>

4. *School District Transition Contacts and Process*

This list identifies one individual in each school district who will support youth returning from DJJ programs to re-enter school, assist with transferring and receiving educational records, and provide information to other districts on local school options for returning DJJ students. Information on each district's transition process is also provided.

<http://www.fldoe.org/ese/sdtc.asp>

5. *Florida Department of Education, Standing Committee on Postsecondary Transition*

<http://www.fldoe.org/articulation/acc-scpt.asp>

6. *Florida Outreach Project (FOP)*

FOP specialists can provide assistance with transition planning.

Person-centered planning can be used to assist students of all ages with many transitions.

Transition planning is especially important when students are transitioning from school settings to employment and adult living/services. <http://deafblind.ufl.edu/services/transition/>

7. *Family Network On Disabilities*

Successful transition from school to employment, independence, higher education/training, and community living doesn't "just happen." It requires work, planning, and commitment.

<http://fndusa.org/resources/digital-library/english/transition/transition.html>

8. www.fyitransition.com

Self-Determination Resources:

<http://www.fyitransition.com/Minicourses/selfdetermination/selfdetermination6.html>

9. A Family's Guide to Disability Services (transitioning to Higher Education)

http://www.dso.ufl.edu/drc/documents/family_guide_to_disability.pdf

10. There are numerous resources on the internet with information about transition. Negotiating through the maze of information can be daunting. [Here are some sites](#) that CARD Adult Team members find useful and would recommend:

11. The Passage from Youth to Adulthood

Guide to the services and information that can make transition a success for young people with disabilities who went through the Foster Care System

http://www.disabilityrightsflorida.org/documents/Transition2009/Foster_Care_Transition_Book_2-11-09.pdf

12. The Florida Developmental Disabilities Council and Disability Rights Florida hosted a series of Special Education Law and Advocacy Workshops throughout the state, archived and available to view:

Special Education Law and Advocacy Workshop – Transition

<http://www.fddc.org/videos/transition.php>

13. Regional Parent Technical Assistance Centers

Regional Parent Technical Assistance Centers help Parent Centers increase their capacity to serve families of children with disabilities from birth to 26. The focus is on helping families to understand special and general education laws and evidence-based practices and to actively participate in planning and decision-making about supports and services for early intervention, education, and transition to adult life. For more information, go to:

<http://www.parentcenternetwork.org/allregions.html>.

Florida currently has [four Parent Technical Assistance Centers](#)

- *Central Florida Parent Center*
www.cflparents.org
Area Serving: 30 counties in central and northeast Florida
- *Parents of the Panhandle Information Network*
www.fndfl.org/popin.htm
Area Serving: Northwest Florida from Escambia County to Alachua County

- *Parent Education Network Project*
www.fndfl.org/projects/pen/index.asp
Area Serving: Dade, Broward, Palm Beach, Monroe, Collier, Lee, Hendry, Martin, and Glades Counties
- *Parent to Parent of Miami, Inc.*
www.ptopmiami.org
Area Serving: Miami, Dade and Monroe Counties

14. Partners in Transition (PIT)

The Partners in Transition (PIT) initiative was spearheaded by the [Florida Developmental Disabilities Council, Inc.](http://www.fndfl.org/projects/pen/index.asp) to create a strategic plan that will guide policymakers and practitioners in systematically addressing the major challenges and critical issues regarding transition services in the State of Florida. For more information, go to: <http://partnersintransition.fmhi.usf.edu/>.

15. Division of Vocational Rehabilitation (DVR)

School to Work Transition involves a number of activities that help students enter training, continue education, and/or work after leaving high school. DVR's goal is to help students who want to work become better prepared for life beyond high school.

DVR answers questions such as:

- What is VR School to Work Transition?
- Who are Transition Age Youth?
- Who serves Transition Age Youth?
- Who should be referred to DVR?
- When should you (the Student) Apply?
- What are Transition Services?

To learn more, go to: <http://www.rehabworks.org/stw.shtml>

SCHOOL TO WORK TRANSITION RESOURCES

http://www.rehabworks.org/stw_resources.shtml

A GUIDE FOR SCHOOL TO WORK TRANSITION

www.rehabworks.org/docs/SchooltoWork.rtf

SCHOOL TO WORK TRANSITION FAQs

http://www.rehabworks.org/stw_FAQs.shtml

16. Division of Blind Services (DBS)

What is Transition? <http://dbs.myflorida.com/transition/what-is-transition.php>

Transition Services: <http://dbs.myflorida.com/transition/index.php>

Legal Rights: <http://dbs.myflorida.com/legal/rights-transition.php>

Glossary of Terms: <http://dbs.myflorida.com/transition/glossary.php>

17. Southeast TACE Transition Services Network

The Southeast Technical Assistance and Continuing Education Center (TACE) Transition Services Network is for those interested in youth with a focus on developing a career, and offers opportunities to learn about and share your experiences on youth and employment, strategies to employ youth or help them start a business. For more information, go to: <http://www.tacesoutheast.org/network/transition/>.

18. FAAST IDEIA Guide - December 2009

Within this resource guide you will find helpful suggestions, resources, and cite references to federal/state laws and regulations applicable to education, transition planning and informational websites that may be useful in preparing for the special education process. This resource guide is intended to promote collaboration with school district officials and to provide resource information as the IEP and transition planning negotiation process can be challenging. [Final IDEIA Resource Guide](#) | [Guía de recursos generales y de autoayuda- IDIEA](#)

19. FAAST, Inc. has a comprehensive 113-page [Employment Resources and Self-Help Guide for Individuals with Disabilities](#) that has a section on the Division of Vocational Rehabilitation (DVR) process. The employment resource guide is inclusive of resource information with hyperlinks from the table of contents to the document to appropriate cites to applicable federal/state law, regulations and websites making the employment resource guide user-friendly to navigate and is on the FAAST website at: <http://www.faastrg.org/resources/library> (along with many other self-help resource guides) for your review. **NOTE FOR YOUR REFERENCE** - The current link to the [DVR Counselor Manual](#) is: <http://www.rehabworks.org/policy.shtml>.

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Legal Review by Gordon B. Scott, Esq.

The self-help resource information provided is not a substitute for legal advice