

TRANSITION PREPARATION AND PLANNING

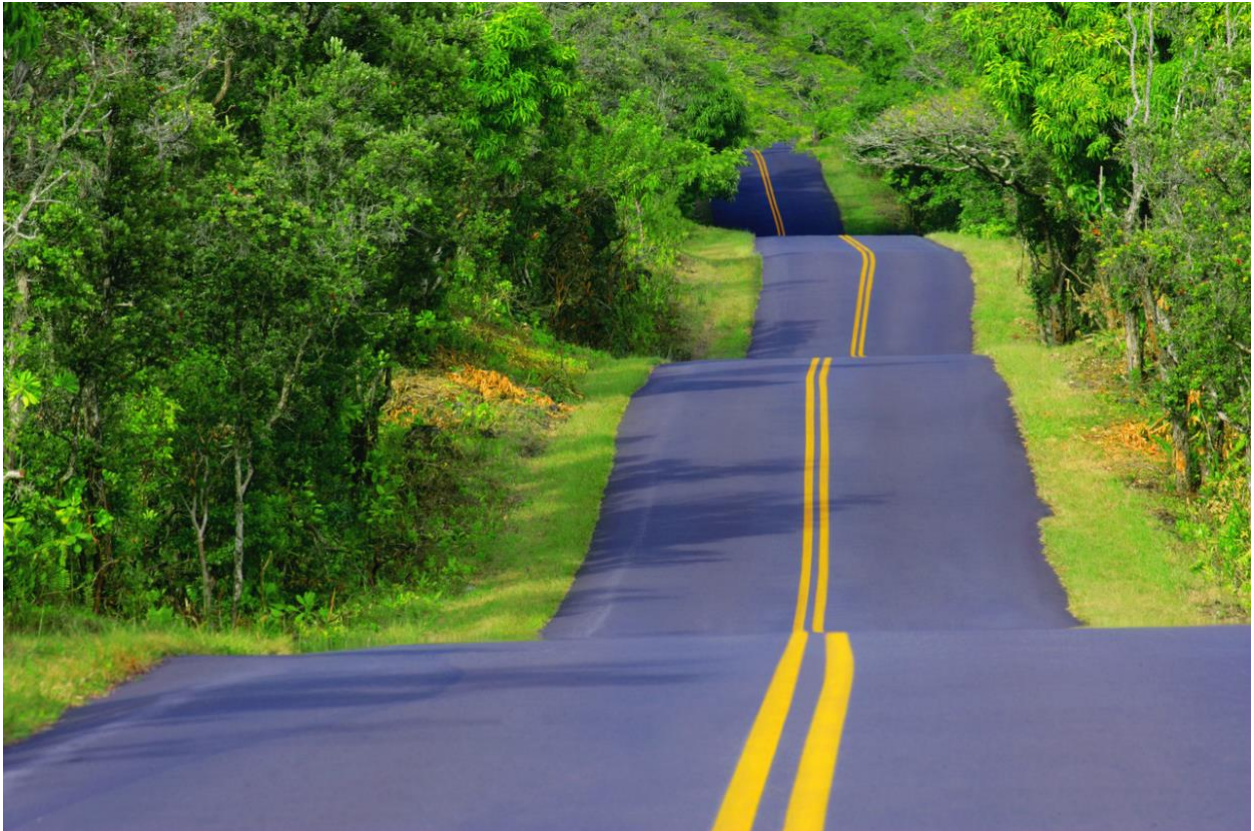


*Transition planning guide for the
Springfield & Greene Co. Areas*

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General Overview of Transition



Anytime your child experiences a change, this is transition. Moving from teacher to teacher in the course of a day, or year to year, building to building, grade to grade are all examples of transitions. However, when we speak of “Transition”, generally we are talking about the movement of youth with disabilities through school and into life as an adult. It involves teamwork between the school, the family, and outside agencies that may provide services to help the student reach their employment, education, and independent living goals. By law, the IEP must address transition by the time a student is 16. This includes a) formal and informal assessment of the student’s strengths, preferences, interests, and needs, b) annual goals that are transition oriented, c) postsecondary goals that address employment, education/training, and independent living when the IEP team decides it is necessary, d) a course of study/program of study that outlines the four-year plan and includes courses that address, or work towards, the student’s postsecondary goals.

Transition Legislation

The laws surrounding transition are specific. There are many different laws that govern the services that are provided to youth with disabilities.



WIOA

WIOA is the acronym for new federal legislation called the Workforce Innovation and Opportunity Act. WIOA was signed into law in July 2014 to replace the portion of the Rehab Act formerly known as the Workforce Investment Act (WIA). WIOA is intended to create new opportunities for youth with disabilities to transition from school to college or integrated competitive employment in their communities. Requirements under WIOA also create new responsibilities for schools, in partnership with the Division of Vocational Rehabilitation (DVR), to support students and youth with disabilities to achieve the outcomes of college and employment.

(www.wiemploymentfirst.com/.../Session-17-WIOA_FAQ-DRAFT-for-LEAs)

Implications for Schools

School staff and DVR staff will continue to work together to provide integrated competitive employment opportunities for students with disabilities as outlined in the Transition Action Guide (TAG). As indicated above, LEA's will retain their current responsibilities for transition planning as outlined under the Individuals with Disabilities Education Improvement Act (IDEA). Under WIOA, DVR will now be an enhanced partner, providing additional services and supports to increase the employment outcomes for students with disabilities. WIOA outlines a specific set of Pre-Employment Transition Services (Pre-ETS) that must be provided prior to individuals with disabilities being employed at sub-minimum wage.

Pre-Employment Transition Specialists

Schools, in collaboration with DVR, will need to offer Pre-ETS to transition age students with disabilities (ages 14-21). As spelled out in WIOA, (Pre-ETS) include:

- **Job exploration** counseling
- **Work-based learning experiences**, (which may include in-school or after school opportunities, experience outside the traditional school setting including internships, that are provided in an integrated environment)
- Counseling on opportunities in comprehensive transition or enrollment in **postsecondary educational programs**
- Workplace readiness training to develop **social skills and independent living**
- Instruction in **self-advocacy**/peer mentoring

IDEA 2004

The Individuals with Disabilities Education Act (IDEA) of 2004 requires states to report data annually on 20 indicators related to compliance and performance of students with disabilities.

Rehabilitation Act

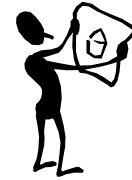
"Disability is a natural part of human experience and in no way diminishes the right of individuals to live independently, enjoy self-determination, make choices, contribute to society, pursue meaningful careers, and enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society." Section 2(a)(3) of the Rehabilitation Act

The Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) gives civil rights protections to people with disabilities. It guarantees individuals with disabilities equal opportunity in employment, public services: state and local government, including public schools and public transportation, public accommodations, and telecommunications.

The Higher Education Opportunity Act (Public Law 110-315)

The HEOA defines the term “comprehensive transition and postsecondary program for students with intellectual disabilities” to mean a degree, certificate, or non-degree program.



Planning for Adulthood

As with any endeavor, success begins with planning. As a parent, there are things that you plan without even realizing it. This could include feeding routines, bedtime routines, house rules, school expectations, and so many other plans. Some parents are more prepared than others. Some parents hold to rigid timelines while others are less rigid and go with the flow. There is no right or wrong way to plan, as long as you do plan. The sure way to create a situation of stress and worry is to not plan at all. Having said that, there is no such thing as beginning planning too early. Just realize that this plan is not set in stone and is subject to change. Eventually, you will have a young person, whose mindset, goals, dreams, and opinions, may not mirror your own.

The first step in planning would be to educate yourself. You are your child’s advocate in these early years, until they learn to be self-determined and even then you are going to be one of their main sources of support. You are the one who will be looked to when determining what they need to be successful, what their preferences are, and what they want. There are thousands of resources available through the internet to help parents understand and facilitate the transition process.

Transition Resources Specific to Parents

Missouri Department of Elementary and Secondary Education. There is a link set up for parents which focus on transition and can be found at <http://dese.mo.gov/se/se-ep-parentinvolvementforparents.htm>

National Center on Secondary Education and Transition

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

Parent specific information can be found at

<http://www.ncset.org/topics/family/default.asp?topic=29>

National Secondary Transition Technical Assistance Center at

<http://www.nsttac.org/>. Parent specific information can be found at

<http://www.nsttac.org/content/students-families>

By the time your child reaches high school you are the expert, not just on their disabilities, needs, and weaknesses, but also on their hopes, dreams, strengths, and experiences. What you need to focus on is communicating these things to the teachers and outside agencies. This can be done formally, at an IEP meeting, or informally, through daily communication.

Resources to Assess/Organize Your Child's Strengths, Preferences, Interests, and Needs

- Charting the Lifecourse

(<http://mofamilytofamily.org>)

- MAPS

(<http://transitioncoalition.org/transition/file.php?path=files/docs/makingdreamshappen1258858219.pdf>)

- Essential Lifestyle Planning

(<http://dhss.delaware.gov/ddds/elpforms.html>)

- Personal Futures Planning

(<https://www.tsbvi.edu/attachments/other/pcp-manual.pdf>)

- PATH

(<https://www.realopportunities.org.uk/media/84242/path.pdf>)

- Circles of Support

(<http://www.capacitythinking.org.uk/Circles.pdf>)

These will not only present you with questions and information you may not have previously considered, it also organizes the information into a format that can be easily added to or shared at a transition meeting.

Know the options

Employment

Competitive-performed within an integrated setting. Wages are at least minimum wage or higher and at a rate comparable to non-disabled workers performing the same tasks.

Supported-assisted with obtaining and maintaining employment through job crews, enclaves, or the often preferred job coach or person-centered approaches. Supported employment is considered to be one form of employment in which wages are expected, together with benefits from an employer in a competitive workplace.

Sheltered- segregated programs designed to help individuals with disabilities who are not able to work in a competitive employment setting. Sheltered workshops, day treatment, and work activity centers are examples of sheltered employment programs.

Education/Training

Volunteering-learning the skills specific to an environment in a non-paid position.

On the Job training-Learning the skill set specific to the job you will be doing while being paid.

Postsecondary Education-College classes that provide specialized instruction to help students build or refresh the basic academic skills necessary for success in life skills. OTC-AEL (Adult Education & Literacy), UMC-Thrive, UMSL-SUCCEED, MSU-Bear Power

Independent Living

Shared Housing Arrangement-Shared housing is defined as an arrangement in which two or more unrelated people share a house or an apartment.

Section 8 Housing- Allows people with mild or moderate special needs and low incomes to live on their own in the community. However, it usually takes years to obtain a Section 8 voucher and, once acquired, there may not be any available Section 8 units for rent in the individual's community.

Assisted Living Facilities- In general, assisted living facilities house residents in their own apartments within a building or complex of buildings. The residents can cook in their units or eat in a communal dining hall, and they receive non-skilled care in their units, including assistance with bathing, cleaning and sometimes administration of medicine.

Group Home/Supported Living-Live in supportive group homes with several other people with special needs. These homes could be staffed with counselors and other workers who help the residents live on their own, or, in some cases, the residents live without live-in assistance.

Independent Supported Living-Live throughout the community, in a home of their choosing, with staff that come into the home and assist with independent living skills based on the individual's needs.

Living with parents or family members- Live with their parents or other family members. People with special needs who live with their parents don't have to experience the sometimes stressful transition into a different type of housing when they become adults, and they are usually surrounded by caregivers (their family members) who have experience with their specific special needs. As parents age, it may become impossible for them to

care for their child anymore, and the transition from a life-long residence could be more traumatic than if the transition was made at a younger age.

Decision Making

Supported Decision Making - Supported decision-making (SDM) is an alternative to guardianship that allows an individual with a disability to work with a team and make his or her own choices about his or her own life. Under this model, the individual designates people to be part of a support network to help with decision-making.

SDM promotes self-determination, control and autonomy. It fosters independence. Unlike substituted decision-making where guardians or family members or caregivers make decisions for the individual, supported decision-making enables the person to make his or her own decisions with assistance from a trusted network of supporters.

In essence, we all seek our own circles of support and engage in supported decision-making. Depending on the issue, we reach out to families or friends, colleagues or classmates, mechanics or mentors before we decide to go on a blind date, buy a used car, change jobs, renew a lease, sign up for a hot yoga class or undergo cataract surgery. We confer and consult with others, and then we decide on our own.

Likewise, people with disabilities may need assistance making decisions about living arrangements, health care, lifestyles and financial matters, but they don't necessarily need a guardian to make those decisions for them. What they might need instead is a trusted network of supporters to field their questions and review their options so they too can confer and consult, and then reach their own decisions. Supporters can be family members, co-workers, friends, and past or present providers (though many SDM models discourage paid staff on support networks). It is critically important that the individual select supporters who know and respect his or her will and preferences, and will honor the choices and decisions the individual makes.

Why is Supported Decision Making important? - People under guardianship experience a kind of “civil death” because they have no rights to make their own decisions about their personal health care, their finances, whether to marry and raise a family, with whom to associate, and other day-to-day decisions others take for granted.

At least 1.5 million adults in the United States are under guardianship, but the number could be as high as 3 million, given the remarkable dearth of data. Among the community of individuals with intellectual or developmental disabilities (I/DD), the number of “wards” under guardianship is expected to increase over the next few decades. Due to enhanced medical care, many people with I/DD will outlive their parents and family caregivers. Data suggest that by the year 2030, there will be several million individuals over 60 years old with intellectual disabilities in the U.S. who will be at risk of guardianship.

At the same time guardianship numbers are increasing, there has been what disability experts call a “paradigm shift” from the overly protective construct of guardianship to the more rights-focused construct of supported decision-making (SDM).

Other Options - Because a person’s decision making authority is limited and because a court order is required to remove a guardian or conservator, it is always wise to consider other options before considering guardianship or conservatorship. Some alternatives may include arranging for a full or part time caregiver or establishing a trust. In some cases, the agent named in a previously established durable power of attorney may begin making decisions for the person whose capacity is questioned. For those situations in which a person may still be partially able to manage his/her care or finances, the appointment of a limited guardian or limited conservator may be a more appropriate option than full guardianship or conservatorship.

Remember, that a guardian or conservator is appointed for someone that the court has determined to be incapacitated. This legal process should not be sought simply because a person makes a decision that other people do not understand or like.

Power of Attorney - A medical power of attorney (also known as a health care power of attorney or durable power of attorney for health care) is a legal document that authorizes someone you trust (called an agent, attorney-in-fact, or surrogate) to make medical decisions on your behalf. The agent only has this authority if it is determined by your doctor that you are incapable of making such decisions, or you are unable to communicate your wishes, if you're in coma, for example.

The durable **financial power of attorney** is simply a way to allow someone else to manage your finances in the event that you become incapacitated and are unable to make those decisions yourself. ... More precisely, it grants someone legal authority to act on your behalf for financial issues.

Limited Conservatorship - Limited conservatorship applies when a person is determined by a court to have limited incapacity in handling his/her financial affairs. The court will grant certain powers and duties to a limited conservator, allowing the person to remain somewhat independent by handling those financial affairs that they are still capable of managing.

Limited Guardianship - A court finds a person has limited incapacity in making decisions affecting his/her care. Based on the person's abilities, the court determines what powers and duties shall be given to the limited guardian and what may be retained by the person to allow as much independent decision-making as is appropriate.

Conservatorship - Similar to a guardian except that the person appointed by a court is to handle the financial affairs of a minor or another person who has been legally determined to be disabled and/or lacks the capacity to handle his/her finances.

Guardianship - A person appointed by a court to have care and custody of a minor or another person who has been legally determined to be incapacitated after the court determines a person's inability to make decisions affecting his/her care. If it is determined that the person lacks this capacity, a guardian is appointed to make decisions on behalf of the individual.

These more restrictive options are legal proceedings, involving the courts and attorneys.

Checklists/Timeline



There are many transition checklists and timelines for individuals with disabilities available on the internet. The following is a general timeline:

Age/grade level	Action
Any/every age	<p>Connect with your local Regional Center. In order to access targeted case management and/or support coordination, you will have to have an open case with the Regional Center first. https://dmh.mo.gov/dd/facilities/springfield.html</p>
Birth to middle school	<ul style="list-style-type: none"> • Advocate for appropriate and effective education programming. • Educate yourself on the implications of your child’s disability and area resources.
Age 14-16/upper middle-early high school	<ul style="list-style-type: none"> • Continue to advocate for appropriate and effective educational programming. • Encourage your teen to participate in extracurricular activities. • Teach and reinforce your teen’s self-advocacy abilities, knowing their disability and the lifelong implications it may have, what they might need to be successful and how to ask for help, when needed. • Begin to encourage your teen to participate in their IEP and other important meetings, such as doctor appointments. • Assess your teen’s dreams (strengths, preferences, interests and needs). • Discuss relationships and sexuality with your teen. • Provide opportunities for your teen to learn and practice independent living skills.

	<ul style="list-style-type: none"> • Make sure that you have an official birth certificate, social security card, and a non-driver’s ID. These are forms that you will need to present to qualify for and access outside agency resources.
Age 17/junior year	<ul style="list-style-type: none"> • Continue with actions listed above and: • Develop supports for decision making, financial, health care, or other • Begin looking for an adult health care provider • Meet with Vocational Rehabilitation.
Age 18/senior year	<ul style="list-style-type: none"> • Continue with actions listed above and: • Discuss and explore living options. • Discuss and explore employment options. • Check eligibility for SSI • Check SSI Work Incentives such as Plan for Achieving Self-Support (PASS). • Encourage your teen to become involved with support groups, as well as recreation and leisure.
After high school	<ul style="list-style-type: none"> • Explore any support services that will contribute to education/training, employment, and independent living. • Encourage and support your son/daughter to become as independent as possible. • Encourage employment, whether supported or competitive.

Generally speaking, timelines recommend that, during the preteen years, parents teach self-help, independent living skills, and self-advocacy. Beginning the upper middle school years, your child should begin attending their IEP meetings, explore career interests, and discuss their strengths, preferences, interests, and needs in relation to what is currently happening as well as how it pertains to their postsecondary goals for employment, education/training, and independent living. By the time your child reaches high school the team should have a good understanding of the direction your child wants to go and how they are going to get there. This is done through transition assessments.

Most sources agree that assessment in the following categories should be completed: a) employment/job training/postsecondary education, b) independent living skills, c) living arrangements, d) financial concerns, e) leisure/recreation, f) medical services, g) transportation, h) personal/family relationships, and i) advocacy/legal services.

As with the other areas, a multitude of examples exist for use on the internet. The following are just a few that can be found:

Comprehensive list: Life Skills Inventory Independent Living Skills Assessment Tool

<https://transitioncoalition.org/blog/assessment-review/life-skills-inventory-independent-living-skills-assessment-tool/>

The following is a link to a comprehensive list of assessments, which includes education, employment, independent living (autonomy, financial skills, daily checklist, survival checklist, self-care, recreational activities, health care and transportation), and self-determination.

https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

Domains

The major transition domain areas include (a) post-secondary education and training, (b) employment, (c) life skills and community living, (d) recreation and leisure, (e) community participation, (f) financial supports and services, (g) advocacy and support services, and (h) medical and other health-related needs.



Post-secondary education and training

This domain includes any type of continuing education after high school. This training may be part of a formal education received from a college, university, technical or vocation program, public or private. This domain is important because specific training is often required for many jobs in the competitive workforce. If an individual desires a specific type of job, it usually requires training in specific skills which are obtained through post-secondary education and training. This education provides marketable skills to individuals, which will lead to more choices and higher earning capacity.

Employment

This domain refers to an individual's ability to obtain and retain employment, whether it is supported employment, competitive employment, or self-employment. Employment is important because it allows an individual to obtain earning power, be self-reliant, and provide for their needs and wants. Being employed allows an individual to have more control over their contribution to their community, be more independent, and improve their quality of life. Employment plays a large part in a person's quality of life and feelings of being a contributing member of society.

Life skills and community living

This domain includes support services that allow an individual to access their community, as well as living options, such as independent, supported, and assisted living. This domain would include activities, such as household maintenance, personal care, grocery shopping, cooking, and accessing their community in a way which allows for the maximum amount of independence. Life

skills and community living is important because the greater a person's independence, the less they are dependent upon services and personnel which can cause upset and disharmony to their lifestyle. The more adept a person's life skills and community living is, the more they are self-determined, independent, self-reliant, which increases their quality of life.

Recreation and leisure

This domain plays a large part in a person's feeling of satisfaction and quality of life. This includes activities that provide enjoyment, amusement, and pleasure, for individuals with disabilities, such as Special Olympics, as well as other options within the community, such as bowling, movies, dancing, music, swimming, exercise, book clubs, and many other activities that any individual could choose to engage in during their free time. Recreation and leisure are activities that an individual chooses to engage in to relax, enjoy, and/or improve their wellbeing. Recreation and leisure is important because it increases quality of life by providing enjoyment and time that is free from obligations, such as work, that allow a person to distress and unwind. Recreation and leisure provides psychological and physical benefits, for a healthier state of mind by combating anxiety and depression, by providing an enjoyable and constructive use of free time, and a less sedentary lifestyle.

Community participation

This domain refers to the extent in which an individual engages in their community, such as community activities, church activities, doctor visits, volunteer opportunities, voting, using public transportation, etc. Community participation allows an individual with disabilities to actively participate in their environment, make choices regarding their day, and be contributing members of their community. Community participation is important because it gives the individual a feeling of integration, increased independence, and improved quality of life.

Financial supports and services

This domain refers to services and supports that an individual with a disability can access to help with the costs of living and health care. This would include social security disability, SSI, food stamps, Medicare, Medicaid, or any other local,

state, or federal organization or agency which will help individuals with the cost of living, education/training, and/or employment. This domain is important because it allows an individual to access resources and funds that provide an income. This allows the individual to obtain desired housing and provide for their basic needs without being dependent on family.

Advocacy and support services

This domain includes agencies and supports that serve individuals with disabilities regarding their rights and services available to help them access benefits, their environments, civil rights protection, treatment and counseling, etc. These agencies can be general or specific to a certain disability. This domain is important because individuals with disabilities are taken advantage of and have their rights infringed on more frequently than individuals without disabilities.

Medical and other health-related needs

This domain includes service providers for physical, mental, and disability specific health related prevention and treatment. This would include general check-ups, counseling, medication, and other health services. This domain is important because health prevention and treatment is one of the most costly services a person encounters and individuals with disabilities sometimes incur more medical cost than others. Because of the expense, they may either neglect their health or eliminate or skimp on basic needs in order to afford medical care.

Area Agencies and Organizations

Agency Name	Description of Services
<p>211Missouri www.211helps.org</p>	<p>If you need help – for anything from day care to rental assistance to counseling to vocational training – your local 2-1-1 is here. Dial 2-1-1* to speak to a trained professional 24 hours a day, seven days a week. TTY (1-866-385-6525) and multilingual services are also available. Your phone call is confidential and free.</p>
<p>Abilities First 3216 S. National Springfield, MO 65807 (417) 886-0404 www.abilitiesfirst.net</p>	<p>Case management, advocacy, information and referrals to autism providers, resources</p>
<p>Adult Tendercare Center 3729 N Glenstone Ave Springfield MO 65803 417-866-1559</p>	<p>Provides daytime respite/day care.</p>

<p>ARC of the Ozarks 1721 Elfindale St Springfield MO 65802 417-864-7887 www.thearcoftheozarks.org</p>	<p>Services for individuals with developmental disabilities</p>
<p>Burrell Behavioral Health Center 1300 E Bradford Pkwy 417-761-7500</p>	<p>Burrell is a private, not for profit organization that provides a wide range of mental health services for individuals and families, business and industry, and educational programs for community and professional groups.</p>
<p>Child Abuse Hotline 1-800-392-3738 www.dss.mo.gov/cd/rptcan.htm</p>	<p>Anonymous source to report a concern of abuse or neglect for a person under age 18</p>
<p>Consumer Credit Counseling 1515 S Glenstone Ave Springfield MO 65804 417-889-7474 www.cccs-swmo.com</p>	<p>Provides free counseling to consumers about money management, debt consolidation, payment scheduling, and home equity loans.</p>

<p>Crime Victims Compensation Program Attorney General of the State of Missouri Missouri Department of Public Safety PO Box 3001 Jefferson City, MO 65102</p>	<p>Financially assists people who have sustained physical or psychological injury as a result of a violent crime by paying for reasonable medical and counseling expenses as well as lost wages if the victim was gainfully employed on the crime date.</p>
<p>Developmental Center of the Ozarks DCO 1545-B E Pythian St Springfield MO 65802 417-831-1545</p>	<p>Respite care/Adult Day Care/Job Skills/Community Based Learning</p>
<p>Easterseals Midwest 3828 South Ave Springfield MO 65807 417-890-1399 www.easterseals.com/midwest/</p>	<p>Individualized Living Community Connections Employment Services</p>

<p>MO Dept of Social Services 2900 East Sunshine Springfield, MO 65804 1- (855) 373-4636</p>	<p>Temporary assistance, MO HealthNet, food stamps, food distribution programs, child care, nursing care, home and community-based services, etc.</p>
<p>Jordan Valley Community Health Center 440 E Tampa St Springfield MO 65806 417-830-0150 www.jordanvalley.org</p>	<p>Meeting basic health care needs of the community for individuals with limited financial resources.</p>
<p>Legal Services of Southern Missouri 809 North Campbell Springfield, MO 65802 Phone (417) 881-1397 http://www.lsosm.org/</p>	<p>Private, not-for-profit corporation created by an Act of Congress to ensure low-income people have equal access to the courts nationwide.</p>
<p>MERS/Goodwill 319 N Main Ave Ste 300, Springfield, MO 65806 (417) 862-5005 www.mersgoodwill.org</p>	<p>Services for individuals with a variety of disabilities.</p>

<p>Missouri Job Center 2900 E Sunshine Springfield MO 65804 417-887-4343 www.jobs.mo.gov</p>	<p>Workforce services to help people obtain self-sustaining careers.</p>
<p>Missouri Family to Family 215 W Pershing Rd Kansas City MO 816-235-1763 www.mofamilytofamily.org</p>	<p>Provides information and referrals to organizations that may be able to help families with their needs. Partners with family organizations across the state. Trained mentors are available to support families.</p>
<p>Missouri Protection & Advocacy Services 925 South Country Club Dr. Jefferson City MO 65109</p>	<p>To protect the rights of individuals with disabilities by providing advocacy and legal services.</p>
<p>MPACT The Missouri Parents Act (MPACT) is a state-wide, Parent Training and Information Center.</p>	<p>MPACT provides services to parents of children with disabilities: Newsletters concerning disability related issues, Local, state, and federal resource information, Training for parents, school staff and other professionals, Direct assistance to</p>

<p>Preferred Community Services Preferred Employment 2626 W College Rd Springfield MO 65802 417-869-8086 www.pfh.org</p>	<p>Residential supports for individuals and community integration. Support for individualized supported employment opportunities</p>
<p>Social Security Administration 1-800-772-1213 www.ssa.gov</p>	<p>Medical and prescription</p>
<p>Empower Abilities (Formerly SCIL) 2864 S Nettleton Ave. Springfield MO 65807 417-886-1188 www.empowerabilities.org</p>	<p>Non-residential, not-for-profit, community-based agency which provides services to all individuals who have a physical, mental, cognitive, or sensory impairment that substantially limits one or more major life activities.</p>
<p>Springfield Regional Office 1515 East Pythian, PO Box 5030 Springfield, MO 65801-5030 Phone: (417) 895-7400 Toll Free: 1-888-549-6635</p>	<p>The starting point for any referrals for: Autism Services, Employment Services, First Steps, Home & Community Based Waivers, Self-Directed Services, Next Steps/ Targeted Case Management</p>

<p>Springfield Workshop Inc. 2835 W Bennett St Springfield MO 65802 417-866-2339 www.springfieldworkshop.com</p>	<p>Meaningful employment for individuals with disabilities.</p>
<p>Vocational Rehabilitation Springfield North District Office 613 E Kearney St Springfield MO 65803 417-895-5863 Or Springfield South District Office 1735 W Catalpa St Suite C Springfield MO 65807 417-895-5720 www.dese.mo.gov/vr</p>	<p>Guidance and Counseling, Job-Seeking Skills and Job Placement, Vocational Training</p>

This guide was compiled by *Transition Coach, Process Coordinator; Krista Robbins with the Springfield Public School District.*