**Adult**

**Centered**

**Tool**

**on Life**

Student Name (here)↑

**Date:**

**Facilitator:**

**My Disability:**

**How does the disability impact this student?**

**True Colors (Personality Temperament- if it is possible):**

**Guardianship: Yes or No or planning to do it eventually or considering (circle one)**

**Texas ID: Yes or No or will do this when the student is 16 years old**

**People Attending**:

|  |  |  |
| --- | --- | --- |
| **Name:** | **Title/Relationship** | **E-mail** |
|  |  |  |
|  |  |  |
|  |  |  |

**CC:**

|  |  |  |
| --- | --- | --- |
| **Name:** | **Title/Relationship** | **E-mail** |
|  |  |  |
|  |  |  |
|  |  |  |

**Age**: **Date of Birth:**

**Years of eligibility left:**

|  |  |
| --- | --- |
| **School Year** | **Years of eligibility left** |
|  |  |
|  |  |
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**Refer to VISIT (if it has ever been done) or Fill In with new data:**

|  |  |
| --- | --- |
| **Strengths:** | **Preferences:** |
|  |  |
| **Interest:** | **Needs:** |
|  |  |

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| --- |
| **Graduation Cohort 2014-15 and thereafter** |
| Option 1-   26 State Credits.  Foundation and Endorsement. Gen Ed rigor. Accommodations only for course work or to the STAAR test.  Pass all parts of the STAAR/EOC test. FAPE ends. |
| Option 1 –   22 Sate Credits.  Foundation Only. Accommodations only for course work.  ARDC will determine which parts of the STAAR/EOC test the student has to pass in order to graduate. FAPE ends. |
| Option 2 a –   22 State Credits.  Modified courses. Foundation Plan. Student could earn an Endorsement, but would need to pass the STAAR/EOC exams  Exiting to full time employment with no more need for support is the bottom line.  Graduation is not dependent upon passing the STAAR or STAAR-ALT. FAPE continues if needed due to Transition Services. Walking the stage to receive a Certificate of Attendance is allowed, but usually this graduate wants their diploma. |
| Option 2b-   22 State Credits.  Foundation Plan. Modified courses in the areas impacted by the disability. Could earn an Endorsement. Exiting with employability and self-help skills is the bottom line.  Graduation is not dependent upon passing the STAAR or STAAR-ALT. FAPE continues if needed due to Transition Services. Walking the stage to receive a Certificate of Attendance is allowed if the Transition Assessments don’t show evidence of employability and self-help skills. A diploma is conferred once the student achieves the employability and self-help skills. |
| Option 2c – 22 State Credits. Foundation Plan. Modified or Applied courses. Students could take STAAR or Applied STAAR in the areas impacted by the disability.  Could earn an Endorsement. Exiting to services other than public school is the bottom line. Graduation is not dependent upon passing the STAAR or STAAR-ALT. FAPE continues if needed due to Transition Services. A student can walk the stage once credits are completed and receive a Certificate of Attendance or receive a Diploma. The ARDC determines this need. |
| Option 2d – 22 State Credits. Foundation Plan. Modified or Applied Curriculum. Student will age out.  Public education cannot be accessed if the student is 22 years old on September 1st.  Graduation is not dependent upon passing the STAAR or STAAR-ALT. The student will usually walk the stage at the completion of their credits and receive a Certificate of Attendance. Transition Services will be evaluated based on the educational need and the transition assessments. Students could continue in public school in age-appropriate environment for transition services as per the IEP. |

**STUDENT’S**

|  |  |
| --- | --- |
| **Likes:** | **Dislikes:** |
|  |  |

**“People important to me”**

**ACT on Life** **Student’s name**

**“Places important to me”**

|  |  |
| --- | --- |
| **Team Worries** | **Team Fears** |
|  |  |

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**Parents and Student’s**

**Dreams**

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| **What responsibilities I do at home…** |
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| **Volunteer and Work background I do…** |
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| **My paid Job background…** |
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| --- | --- |
| C:\Documents and Settings\Bettie\Local Settings\Temporary Internet Files\Content.IE5\4YC7511U\MC900384250[1].wmf **Gifts and contributions:** C:\Documents and Settings\Bettie\Local Settings\Temporary Internet Files\Content.IE5\4YC7511U\MC900384250[1].wmf | |
| **School:** |  |
| **Work:** |  |
| **Community:** |  |
| **Family:** |  |

|  |
| --- |
| C:\Documents and Settings\Bettie\Local Settings\Temporary Internet Files\Content.IE5\YV9Q75G3\MC900331728[1].wmf **Medical Conditions that impact my life:** C:\Documents and Settings\Bettie\Local Settings\Temporary Internet Files\Content.IE5\GFPOS5J7\MC900279548[1].wmf |
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| **Conditions needed for participation in community and other activities of life**. C:\Documents and Settings\Bettie\Local Settings\Temporary Internet Files\Content.IE5\4YC7511U\MC900128556[1].wmf |
|  |

**ACT on Life**

**Student’s Name**

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| **Agencies to support living plans upon exit:** |
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| --- |
| **Transportation plans upon exit:** |
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**Possible Schedule of Student’s Week Upon Exit:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Sat** | **Sun** |
| **9:00** |  |  |  |  |  |  |  |
| **10:00** |  |  |  |  |  |  |  |
| **11:00** |  |  |  |  |  |  |  |
| **12:00** |  |  |  |  |  |  |  |
| **1:00** |  |  |  |  |  |  |  |
| **2:00** |  |  |  |  |  |  |  |
| **3:00** |  |  |  |  |  |  |  |
| **4:00** |  |  |  |  |  |  |  |
| **5:00** |  |  |  |  |  |  |  |

**Action Plan for a Full Life**

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| --- | --- |
| **Goals for Today:** |  |

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| --- | --- | --- |
| **What?** | **By Who?** | **By When?** |
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Next ACT on Life Revisit:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_