

TRANSITION CHECKLIST

Following are checklists of transition activities that you and your son or daughter may wish to consider when preparing transition plans with the IEP team. Your son or daughter's skills and interests will determine which items on the checklist are relevant. Use these checklists to ask yourself whether or not these transition issues need be addressed at the IEP team meetings. If you are not sure whether or not an activity is appropriate for your son or daughter...just ask! We welcome questions from parents.

These checklists can also help identify who should be a part of the IEP team meeting. Responsibility for carrying out specific transition activities should be determined at the IEP team meetings and documented on your son or daughter's ITP.

Four to five years before leaving the school district (ages 14 – 18):

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for college, or other forms of post-secondary education.
- Identify options for future living arrangements.
- Learn to communicate interests, preferences, and needs.
- Learn and practice decision making skills.
- Be able to explain your disability and the accommodations you need.
- Look into assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Use local transportation options *outside of the family*.
- Begin to manage money.
- Have an identification card and be able to communicate personal information.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.
- Begin building job skills through school based vocational training hours.

Two to three years before leaving the school district (ages 16 – 20):

- Identify community support services and programs (vocational rehabilitation, Durham Center, Independent Living, etc.).
- Invite adult service providers, peers, and others to the IEP team meeting.
- Match career interests and skills with vocational coursework and community work experience.
- Gather more information on post-secondary programs and the support services offered; make arrangements for accommodations to take college entrance exams (if appropriate).
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (supplemental social security income, state financial supplemental programs, Medicare).
- Learn and practice communication skills and social skills for different settings (employment, school, recreation with peers).
- Explore guardianship issues.
- Begin a resume and update it as needed.
- Practice independent living skills, e.g., budgeting, cooking, laundry.

- Identify needed personal assistance services and, if appropriate, learn to direct and manage these services.
- Continue building job skills.

One year before leaving the school district (ages 17 – 21):

- Apply for financial support programs (supplemental social security income, independent living services, vocational rehabilitation, and personal assistance services).
- Identify the post-secondary program you plan to attend and arrange for accommodations, if appropriate.
- Practice effective communication by developing interview skills, asking for help, and identifying accommodations at college and at work.
- Identify desired job and obtain paid employment with support as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- Assume responsibility for health care needs (making appointments, filling prescriptions, etc.).
- Register to vote and for selective service (if a male) at age 18.

This checklist provided by the National Transition Network Parent Brief – Winter 1996 “Transition Planning for Success in Adult Life”.



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