

Transition Checklist for the School Year

(Adapted from the Pierce County Parent Coalition)

The following is a checklist of transition activities that you and your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interests will determine which items on the checklist are relevant. Use this checklist to ask yourself whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

4-5 Years Before Leaving the School District

- Identify person 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 post-secondary education or training requirements.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate effectively your interests, preferences, and needs. Be able to explain your disability and the accommodations you need. Learn and practice informed decision making skills. Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options outside of family. Investigate money management and identify necessary skills. Acquire identification card and the ability to communicate personal information. Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

2-3 Years Before Leaving the School District

- Identify community support services and programs (Vocational Rehabilitation, County Services, Centers for Independent Living, etc.)
- Invite adult service providers, peers, and others to the IEP transition meeting.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on post secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.

- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).
- Learn and practice appropriate interpersonal communication, and social skills for different settings (employment, school, recreation, with peers, etc.). Explore legal status with regards to decision making prior to age of majority. Age 18. Type of guardianship.
- Begin a resume and update it as needed.
- Practice independent living skills, e.g. budgeting, shopping, cooking, and housekeeping.
- Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

1 Year Before Leaving the School District

- Determine whether to do SSI interview by phone or in person, often phone call is best if the child is not significantly challenged.
- Apply for financial support programs (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal DDD Assistant Services). Call SSI office monthly after application is submitted. They will not call you if there is a problem.
- Identify the post-secondary school you plan to attend and arrange for accommodations.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions).
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.
- Specify desired job and obtain paid employment with supports as needed.
- Take responsibility for arriving on time to work, appointments, and social activities