

TRANSITION CHECKLIST

The following is a checklist of transition activities to consider when preparing an individual transition plan section of the IEP. The student's skills and interests will determine which items on the checklist are relevant. Use the checklist as a guide for developing transition activities that should be included in the IEP. It can help identify who should be part of the IEP team. Responsibility for carrying out the specific transition activities should be determined at the IEP meetings.

Four to Five Years Before Leaving the School District

- 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 post- secondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to effectively communicate interests, preferences, and needs.
- Be able to explain disability and the needed accommodations.
- Learn and practice informed decision making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden experiences with community activities and expand 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.

Two to Three 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 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, etc.).
- Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).
- Explore legal status with regard to decision-making both prior to, and once having reached the age of majority, including guardianship.

- Begin a resume and update it as needed.
- Practice independent living skills (budgeting, shopping, cooking, housekeeping, etc.).
- Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

One Year Before Leaving the School District

- Apply for financial support programs. (Supplemental Security Income, independent living services, vocational rehabilitation, personal assistant services, etc.).
- Identify public transportation options, and apply as needed (New Jersey Transit reduced fare application; Access Link; county para-transit, etc.).
- Identify post-secondary schools and arrange for accommodations.
- 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.
- Identify health insurance coverage options, and apply for Medicaid when student turns 18 if applicable.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions etc.).
- Register to vote and if male, register for selective service.

Source: Parent Brief, Winter 1996, National Transition Network (with amendments by Education Law Center, September 2011)