

## **Transition Checklist for Parents**

### **Parents can support their son or daughter in the following transition activities:**

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 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 postsecondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate his/her interests, preferences, and needs effectively.
- Be able to explain his/her disability and the accommodations they need.
- Learn and practice informed decision-making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden his/her experiences with community activities and expand his/her friendships.
- Pursue and use local transportation options outside of the family.
- Investigate money management and identify necessary skills.

- ❑ Acquire an 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, and others to the IEP meeting.
- ❑ Match career interests and skills with vocational course work and community work experiences.
- ❑ Gather more information on postsecondary 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, etc.).
- ❑ Explore legal status with regards to decision-making prior to age of majority.
- ❑ Begin a resume and update it as needed.
- ❑ Practice independent living skills (e.g., budgeting, shopping, cooking, and housekeeping).
- ❑ Pursue and use local transportation options outside of the family.

- ❑ Investigate money management and identify necessary skills.
- ❑ 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, and personal assistant services).
- ❑ Identify the postsecondary school you plan to attend and arrange for accommodations.
- ❑ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at postsecondary 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.
- ❑ Register to vote and if male, register for the selective service.
- ❑ Inform students of their rights one year before they reach the age of majority.

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