

Hulme Resources

Person Centered Solutions

Transition timeline checklist



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Four to Five Years before Leaving the School District

- _____ Introduce and discuss transition services with parents and student.
- _____ Notify parents that transition services will be incorporated into the IEP, beginning at age 15.
- _____ Initiate vocational assessment
- _____ Develop and implement strategies to increase responsibilities and independence at home
- _____ Identify personal learning styles and the necessary accommodations if the child is 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.
- _____ Consider the need for residential opportunities, including completing applications, as appropriate.
- _____ Identify interests and options for future living arrangements, including supports.
- _____ Learn to help the child communicate his or her interests, preferences, and needs effectively.
- _____ Teach the student how to explain his or her disability and the necessary accommodations.
- _____ Learn and practice informed decision-making skills.
- _____ Investigate assistive technology tools that can increase community involvement and employment opportunities.
- _____ Broaden the child's experiences with community activities and help him or her form friendships.

_____Pursue and use transportation options.

_____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, and others to the IEP transition meeting.

_____ Begin exploring recreation/community leisure activities

_____ Match career interests and skills with vocational course work and community work experiences.

_____ Involve state vocational rehabilitation agencies, as appropriate within two years of school exit.

_____ Gather more information on post secondary programs and the support services offered, and make arrangements for accommodations to take college entrance exAms

_____Assure that copies of work-related documents are available:

- Social security card
- Birth certificate
- Working papers (if appropriate)

_____Identify health care providers and become informed about sexuality and family planning

_____Consider summer employment or volunteer experience.

_____ Determine the need for financial support (Supplemental Security Income, state financial

___ 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 prior to age of majority - wills, guardianship, special needs trust.

___ Practice independent living skills--budgeting, shopping, cooking, and housekeeping.

___ Identify needed personal assistance or enabling supports, and if appropriate, learn to direct and manage these services.

One Year before Leaving the School District (student)

___ Apply for financial support programs. (Supplemental Security Income, vocational rehabilitation, and personal assistant services).

___ Identify the post secondary school plan and arrange for accommodations.

___ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.

___ Obtain driver's training and license.

___ Develop transportation/mobility strategies such as:

- Independent travel skills training
- Public or paratransit transportation
- Needs for travel attendant

___ Specify desired job and obtain paid employment with supports as needed.

___ Investigate SSDI/SSI/Medicaid programs.

___ Consider and seek guardianship or emancipation.

___ Develop and update employment plans.

___ Investigate and apply for post school opportunities (further educational vocational training, college, military, etc.)

___ Develop a resume

___ Take responsibility for arriving on time to work, appointments, and social activities.

___ Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)

___ Register to vote.

___ Male students register for the draft (no exceptions).

___ Review health insurance coverage: inform insurance company of child's disability and investigate rider of continued eligibility