



Person Centered Solutions

# Transition timeline checklist



# 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