

Transition Planning Time Line Checklist

Any transition process must take into account all of the necessary procedures and issues that will facilitate the student's transition to adulthood. While this may vary from state to state, a practical timeline will assist you in helping both the student and the parents be as prepared as possible. You should help families consider the following checklist of transition activities when preparing transition plans with the IEP team. The student's skills and interests will determine which items on the checklist are relevant and whether 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.

The following chapters of the text will take you through this transition timeline process in an organized process. All of the major transition concepts will be discussed in this text so refer to the specific chapter to gain further information. The following list is provided to serve as an optional planning tool and only as a guideline:

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 issues.
- _____ Consider summer employment or volunteer experience.
- _____ 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 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 (for the Child)

_____ 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.

Prior to Graduation or Aging Out of School

Complete transition to employment, further education or training, and community living, affirming that arrangements are in place for the following:

- Post secondary/continuing education
- Employment
- Legal/advocacy
- Personal independence/residential
- Recreation/leisure
- Medical/health
- Counseling
- Financial/income
- Transportation/independent travel skills