

TRANSITION ACTIVITIES DURING HIGH SCHOOL

The following is a checklist of transition activities that your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interests will determine which items on the checklist are relevant. Use this checklist to ask your son/daughter whether or not these transition issues should be addressed at IEP transition meetings and whom they may wish to invite to the meeting. Remember that the transition IEP is your son or daughter's plan. These high school years are the ideal time for you to begin to "let go" of the IEP planning process, and let your child gradually assume more and more responsibility for their own education and future.

FOUR TO FIVE YEARS BEFORE LEAVING THE SCHOOL DISTRICT, THE STUDENT SHOULD:

- 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 effectively communicate interests, preferences, and needs
- 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 experiences with community activities and expand 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,
THE STUDENT SHOULD:**

- 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
- Match career interests and skills with vocational course work and community work experience 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, with peers, 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
- Identify needed personal assistant services, and, if appropriate, learn to direct and manage these services

**ONE YEAR BEFORE LEAVING THE SCHOOL DISTRICT,
THE STUDENT SHOULD:**

- Apply for financial support programs (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services)
- Identify postsecondary school that he/she plans to attend 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 to arrive on time to work, appointments, and social activities
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)

- Register to vote
- Register for the selective service (if male)