

Grade 8 / Ages 13-14

The "**Transition Checklist**" is intended to be a guide for students, teachers, parents, and agency personnel to help drive the transition process in an orderly and organized manner. The "**Checklist**" is intended to provide suggestions and activities for each year - by grades 8 - 12, and by ages 14 - 21. The information is organized in sequence to establish a student's foundation for planning and to build on each previous year's accomplishments. Recommendations and suggestions can be individualized according to need and anticipated outcomes. Some are directed for teacher initiation, others for students and parents, as well as agency personnel.

The "**Checklist**" is also a guide for identification of IEP goals and objectives, and when used collaboratively with the student Portfolio, will ensure successful preparation and planning for life after high school in a timely and effective manner.

The "**Checklist**" can be kept as part of the student file, a parent's records, or agency file. Space is available for notes, questions and comments for the student's team to address, as well as to check off those completed activities, indicating success/completion.

The "**Checklist**" was prepared by the North Dakota Department of Public Instruction, Office of Special Education. This document may be reproduced.

Department of Public Instruction
Office of Special Education
Department 201
600 East Boulevard Avenue
Bismarck, ND 58505-0440

(701) 328-2277
Fax (701) 328-4149

_____ Introduce the purpose and requirements of transition using the student Portfolio, Checklist, IEP or other resources.

_____ Throughout the school year, student and teacher(s) should complete the appropriate sections in the Portfolio:

___ self awareness	___ community participation
___ financial	___ recreation & leisure
___ ind. living	___ job training
___ post secondary	___ career planning
___ medical/health	___ additional areas of need

_____ Initiate awareness with student and family of the importance of long range planning - why it is important to think about and begin to plan for the future. Suggested activities:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews;
- ✓ Discussion between teacher, student(s), and parents;
- ✓ Consider using older student(s) in the role of peer mentor;
- ✓ Functional assessments to target community, vocational, and educational interests and needs.

_____ Introduce transition as part of the IEP meeting:
At age 14, the IEP must include completion of *Post School Outcomes* and *Statement of Transition Service Needs*. Use the students identified interests, needs and goals to drive the IEP process in these areas:

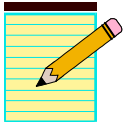
- ✓ Education or training,
- ✓ Employment, and where appropriate,
- ✓ Independent Living Skills

_____ Investigate need for driver's license/photo ID.

Grade 9 / Ages 14-15

_____ Verify student Social Security number.

_____ Provide information and begin discussion with student regarding his or her disability and its effects on educational needs, vocational implications, and personal learning style.



Other identified needs or notes:



_____ Review the purpose and requirements of transition using the student Portfolio, Checklist, IEP or other resources.

- Make necessary corrections/changes;
- Review past accomplishments.

_____ Throughout the school year, student and teacher(s) should complete the appropriate sections in the Portfolio:

- | | |
|--------------------|------------------------------|
| ___ self awareness | ___ community participation |
| ___ financial | ___ recreation & leisure |
| ___ ind. living | ___ job training |
| ___ post secondary | ___ career planning |
| ___ medical/health | ___ additional areas of need |

_____ Continue awareness with student and family of importance of long range planning - why it is important to still think ahead and begin to plan for the future. Suggested activities:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews;
- ✓ Discussion between teacher, student(s) and parents;
- ✓ Consider using older student(s) in the role of peer mentor;
- ✓ Functional assessments to target community, vocational, and educational interests and needs.

_____ At the IEP meeting:

- ✓ Involve the student and family in attending the IEP meeting and in decision making and development of IEP goals & objectives;
- ✓ At age 14, the IEP must include completion of *Post School Outcomes* and *Statement of Transition Service Needs*. Use the students identified interests, needs and goals to drive the IEP process in these areas:

- ✓ Education or Training
- ✓ Employment and where appropriate,
- ✓ Independent Living Skills.

Grade 10 / Ages 15-16

_____ Update skill's student already possesses to reach his or her goals and those skills he or she needs to develop. Assess educational and personal strengths through accomplishments as identified in the Portfolio.

_____ Investigate need for driver's license and photo ID.

_____ To help establish a work record and possible references, consider community/school work experiences for employment, local School to Work (STW) activities, or job shadowing.

_____ Take introductory courses on the "world of work" or vocational courses that are of interest.

_____ Develop a four-year educational plan with counselor that meets student's career goal if pursuing post secondary education.

_____ Continue to provide information and initiate discussion with student regarding his or her disability and its effect on educational needs, vocational implications and personal learning style.

_____ Other identified needs:

_____ Review transition related activities and accomplishments quarterly using the student Portfolio, Checklist, or IEP.

- Review with student & parent(s);
- Make any necessary corrections.

_____ Throughout the school year, student and teacher(s) should complete the appropriate sections in the Portfolio:

- | | |
|--------------------|------------------------------|
| ___ self awareness | ___ community participation |
| ___ financial | ___ recreation & leisure |
| ___ ind. living | ___ job training |
| ___ post secondary | ___ career planning |
| ___ medical/health | ___ additional areas of need |

_____ Continue dialogue with student and family of the importance of long range planning - why it is important to carefully plan for the future. Suggested activities:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews;
- ✓ Continued discussion between teacher, student(s) and parents;
- ✓ Consider using older student(s) in the role of peer mentors;
- ✓ Functional assessments to target community, vocational, and educational interests and needs.

_____ At the IEP meeting:

- ✓ Encourage/ask the student and parents to invite other team members to the IEP meeting;
- ✓ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition; By age 16, the IEP must include measurable post secondary goals and transition services, including courses of

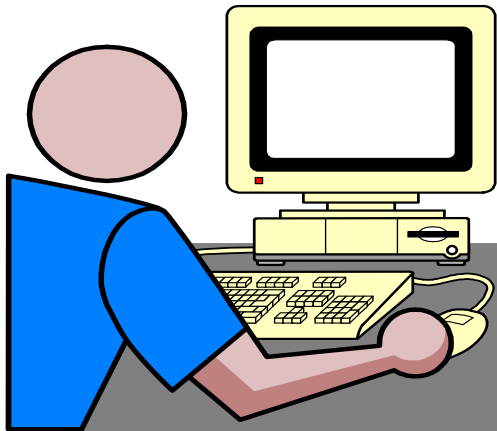
study needed for the student to meet those post secondary goals in these areas:

- ✓ Education or training
- ✓ Employment, and where appropriate
- ✓ Independent Living Skills.

_____ To help establish a work record and possible references, encourage part time work experiences through student involvement in Job Service (JTPA), school or community businesses, or local School to Work (STW) activities.

_____ Introduce advocacy and social skills which can be incorporated into the IEP meeting, employer sites, classroom and social activities. Practice with student, peers, parents, and staff in simulated experiences. Provide feedback to student and praise positive actions.

_____ Discuss the need for self-advocacy/empowerment. Review how the activities and accomplishments in the Portfolio contribute toward student advocacy; asking appropriately for what you need.



_____ Discuss and consider guardianship or "Transfer of Rights" if appropriate.

_____ Finalize transportation needs and choices.

_____ Ask guidance counselor to coordinate interest and aptitude tests (i.e.: CHOICES, COPS) for employment goals;

_____ Meet with guidance counselor to discuss the results of testing and to understand how the results relate to career goals.

_____ Help the student identify at least three people agree to be listed as references who know the student in a role other than as a family member or friend.

_____ Help the student identify at least three people agree to be listed as references who know the student in a role other than as a family member or friend.

_____ If interested in pursuing post secondary-

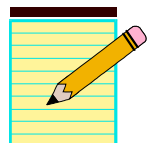
- Begin reviewing catalogs for post-secondary institutions and related careers;
- Attend Career and College Fairs;
- Take courses that lead to your career goal;
- Consider high school/business mentorship as part of high school coursework.

_____ Continue to provide information and discussion with student regarding his or her disability and its effect on education needs, vocational implications, and personal learning style.

_____ Participate in extracurricular events and community activities.

_____ Talk with your doctor and parents about your health care needs so you will be ready to take responsibility for them.

_____ Other identified needs & notes.



Grade 11 / Ages 16-17

_____ Review transition related activities and accomplishments quarterly using the student Portfolio, Checklist, or IEP.

- Review with student & parent(s);
- Make any necessary corrections;
- Include student resume in portfolio.

_____ Throughout the school year, student & teacher(s) should complete the appropriate sections in the portfolio:

___ self awareness	___ community participation
___ financial	___ recreation & leisure
___ ind. living	___ job training
___ post secondary	___ career planning
___ medical/health	___ additional areas of need

_____ Student involvement for long range planning should now be at the *exploration/implementation stage*. Suggested activities:

- ✓ Continued group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews;
- ✓ Discussion between teacher, student(s) and parents to finalize plans;
- ✓ Consider being a peer mentor to younger student(s);
- ✓ Functional assessments to target community, vocational and educational interests and needs.

_____ At the IEP meeting:

- ✓ Encourage/ask the student and parents to invite team members to the IEP meeting;
- ✓ The teacher, student, and parents should identify and invite representatives from adult services to the meeting as appropriate based on student need (VR, DD, Job Service, etc.);

_____ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition; The IEP must include measurable post secondary goals and transition services, including courses of study needed for the student to meet those post secondary goals in these areas:

- ✓ Education or training;
- ✓ Employment, and where appropriate
- ✓ As appropriate, work to increase student and parent participation in IEP meeting (introduce members, participation, discuss present level, goals and objectives, seek input, facilitate IEP meeting, etc.);
- ✓ Develop the transition services (coordinated set of activities) needed to facilitate the students movement from school to post school activities in the area of:
 - ✓ Post-secondary education,
 - ✓ Vocational education,
 - ✓ Continuing and adult education,
 - ✓ Adult services,
 - ✓ Independent living, or
 - ✓ Community participation.

_____ To help establish a work record and possible references, arrange part time work experiences through student involvement in Job Service (JTPA), school or community businesses or local School to Work (STW) activities.

_____ Help the student identify at least three people who agree to be listed as references who know the student in a role other than as a family member or friend.

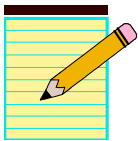
_____ Continue to discuss the need for self-advocacy/empowerment. Review how the activities and accomplishments in the student portfolio contribute toward student advocacy; asking appropriately for what you need.

Grade 12 / Ages 17-21

- _____ Incorporate advocacy and social skills into the IEP meeting, employer sites, classroom and social activities. Role play with student, peers, parents, and staff in simulated experiences. Provide feedback to student and praise positive actions.
- _____ Complete eligibility/application process for needed adult services (Vocational Rehabilitation, Developmental Disabilities), if not already accomplished. Establish rapport by making and keeping appointments with identified agency representatives, using the Portfolio, Checklist and IEP information.
- _____ Develop an alternate life and career plan and resources as a "back up" to the original plan. Identify and seek necessary supports.
- _____ Finalize and document guardianship and Transfer of Rights with student and parents. (One year before the student turns 18).
- _____ If pursuing post-secondary -
 - ✓ Visit post-secondary institutions of interest;
 - ✓ Arrange and prepare for the ACT or SAT (with modifications if necessary);
 - ✓ Attend Career and College Fairs at high school;
 - ✓ Take courses that lead to career goals and prepare for college.
- _____ Encourage student to be able to independently discuss his or her disability and its effect on educational needs, vocational implications and personal learning style.

- _____ Review transition related activities and accomplishments monthly using the Portfolio, Checklist, or IEP.
 - ✓ Review with student & parent(s);
 - ✓ Make any necessary corrections;
 - ✓ Include student resume in portfolio.
- _____ Throughout the school year, student & teacher(s) should complete the appropriate sections in the portfolio:

___ self awareness	___ community participation
___ financial	___ recreation & leisure
___ ind. living	___ job training
___ post secondary	___ career planning
___ medical/health	___ additional areas of need
- _____ Student interest for long range planning should be at the *implementation stage*.
 - ✓ Discussion between teacher, student and parents to finalize career plan;
 - ✓ Consider serving as a peer mentor to younger student(s).
- _____ If student remains undecided about vocational opportunities, consider -
 - ✓ Group or individual activities, projects or reports on career planning, exploration and interests, employer visits, job shadowing and site interviews;
 - ✓ Functional assessments to target community, vocational, and educational interests and needs.
- _____ At the IEP meeting:
 - ✓ Have student invite team members to the IEP meeting;
 - ✓ Identify and invite representatives from adult services to the meeting as appropriate based on student need (VR, DD, Job Service, etc.);



Other identified needs & notes:

- ✓ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition;
- ✓ Address and resolve any final issues or concerns regarding the implementation phase of students' goal;
- ✓ Work with student as appropriate to facilitate portions of meeting with parents or teacher using self-advocacy and social skills;
- ✓ Review all transition components of the IEP to insure student plan is in place with supports identified as necessary. Use the students identified interests, needs and goals to drive the IEP process in these areas:
 - ✓ Education or training
 - ✓ Employment, and where appropriate
 - ✓ Independent Living Skills

_____ Maintain part time work experiences in school or community with supports as needed from Vocational Rehabilitation, Job Services or local community businesses. Remain involved in school to work (STW) activities.

_____ Review and finalize vocational options. Have high school transcripts, diploma, resume, practice applications, employer information and exit IEP in Portfolio.

_____ Review and complete residential options and services. Apply for appropriate programs regarding rent information, subsidized housing, and residential facilities.

_____ Identify and implement medical needs, medical/dental insurance, health care providers, medical assistance, mental health services, personal care attendant, adaptive equipment, etc.

_____ Develop a long term financial support plan to include income support, banking needs, social security income, and medical assistance.

_____ Verify with student how to use Portfolio after exiting and present them the folder close to exit date and when file is complete.

_____ Prior to the student's exit from secondary school, provide the student with a summary of academic achievement and functional performance, which shall also include recommendations on how to assist the student in meeting his/her post secondary goals.

_____ Make available advocacy/support services.

_____ Complete eligibility/application process for needed adult services and support, if not already accomplished. Establish rapport by making and keeping appointments with identified agency representatives.

_____ If pursuing post secondary education -

- ✓ Visit post-secondary institution of interest and Disability Support Service staff for introduction, tour, identification of assistance, assistive technology, etc.;
- ✓ Complete all applications for Student Aid by mid year of exiting;
- ✓ Request high school send a full transcript to post-secondary institution where you have been accepted;
- ✓ Be able to access SS card, picture ID/Drivers license, voter registration and birth certificate;
- ✓ If not done as a junior, take the ACT or SAT (with modifications as necessary) for admission, placement and/or scholarship awards.

_____ If seeking employment -

- ✓ Follow up with leads at Job Services, newspaper classified ads and personal contacts;
- ✓ Discuss positive work habits, and social skill behaviors;
- ✓ Use agency assistance if available or necessary;

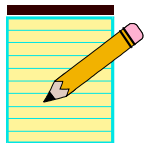
- ✓ Have sample employment cover letters, references, applications, and resumes in Portfolio;
- ✓ Define employment needs and practice job seeking skills, work habits, interview questions and responses, appropriate dress, grooming, etc.

_____ Ensure the student has identified at least three people who agree to be listed as references who know the student in a role other than as a family member or friend.

_____ Maintain advocacy and social skills at the IEP meeting, employer sites, classroom and social activities. Continue role playing with student, peers, parents, and staff in simulated experiences if necessary. Provide feedback to student and praise positive actions.

_____ Discuss the continued need for self-advocacy/empowerment. Review how the activities in the portfolio contribute toward student advocacy; asking appropriately for what you need.

_____ Encourage student to be able to independently discuss his or her disability and its effect on educational needs, vocational implications, and personal learning style.



Other identified needs & notes:



TRANSITION CHECKLIST



ND Department of Public Instruction
Office of Special Education
Dr. Wayne G. Sanstead, State Superintendent
600 E Boulevard Avenue, Dept. 201
Bismarck ND 58505-0440
Revised February, 2007