

Areas of Consideration For Transition Planning

Use this guidance list to verify the scope and quality of the transition services. Within each of the four outcome areas, check (√) the activities that have been considered in the development of the child's transition services, goals and objectives.

Postsecondary Education	
Does the child's IEP include consideration of:	
<input type="checkbox"/>	Enrollment in College Preparatory courses (high school plan)
<input type="checkbox"/>	Accommodations to meet general education course requirements
<input type="checkbox"/>	Minimization or elimination of curriculum modifications over the high school years
<input type="checkbox"/>	Learning strategies that are appropriate to a child's needs – may include study skills, metacognitive strategies, time management, and organizational skills
<input type="checkbox"/>	Use of the Individual Academic and Career Planning tool (or similar system)
<input type="checkbox"/>	Participation in college entrance examinations, with appropriate accommodations
<input type="checkbox"/>	Preparation for career-technical licensure or certification training which may lead to employment
<input type="checkbox"/>	Exploration of college choices to ensure an appropriate match, and that appropriate support services are available to meet the needs of the child
<input type="checkbox"/>	Assistance with applying for financial aid and scholarships, as appropriate
<input type="checkbox"/>	Teaching self-advocacy skills so that the child can articulate learning strengths and needs, and share information with others
<input type="checkbox"/>	Development of postsecondary education/training goals and objectives that include child/family input
<input type="checkbox"/>	Social skills development
<input type="checkbox"/>	Linking to other agencies and resources, where appropriate
<input type="checkbox"/>	Assistive Technology training and availability, where appropriate

Employment	
Does the child's IEP include consideration of:	
<input type="checkbox"/>	Enrollment in the highest level of academic coursework to ensure access to the best career opportunities
<input type="checkbox"/>	Career-Technical Education programs of study that fit the child's needs, strengths, preferences, interests and capabilities
<input type="checkbox"/>	Career assessments, career awareness, career exploration
<input type="checkbox"/>	Situation-specific functional employability assessments and training
<input type="checkbox"/>	Use of the Individual Academic and Career Planning tool (or similar system)
<input type="checkbox"/>	Employment skills training for a variety of employment settings
<input type="checkbox"/>	Work-study, or related community-based career training, that focuses on postsecondary employment goals
<input type="checkbox"/>	Teaching self-advocacy skills so that the child can articulate strengths and needs, and share information with others
<input type="checkbox"/>	Development of employment goals and objectives that include child/family input
<input type="checkbox"/>	Social skills development
<input type="checkbox"/>	Linking to other agencies and resources, where appropriate
<input type="checkbox"/>	Assistive Technology training and availability, where appropriate

Independent Living	
Does the child's IEP include consideration of:	
Participation in curricula or services that address:	
<input type="checkbox"/>	• Personal/legal advocacy
<input type="checkbox"/>	• Personal finance management and planning
<input type="checkbox"/>	• Household (residential) selection and management
<input type="checkbox"/>	• Daily living skills
<input type="checkbox"/>	• Family planning/sex education
<input type="checkbox"/>	• Nutrition
<input type="checkbox"/>	• Consumer skills
<input type="checkbox"/>	• Mobility and transportation training and practice
<input type="checkbox"/>	• Personal and health insurance
<input type="checkbox"/>	• Safety issues
<input type="checkbox"/>	• Managing individual health care and medical needs in all environments
<input type="checkbox"/>	Skills training in community-based settings, if appropriate
<input type="checkbox"/>	Support from all school staff who could help develop independent living skills
<input type="checkbox"/>	Practicing self-advocacy skills so the child can articulate learning strengths and needs, and share this information with others
<input type="checkbox"/>	Development of independent living goals and objectives that includes child/family input
<input type="checkbox"/>	Social skills development and situational practice
<input type="checkbox"/>	Linkages to state agencies and other community resources, if appropriate
<input type="checkbox"/>	Assistive technology training and availability, where appropriate
<input type="checkbox"/>	Use of a Limited Power of Attorney if needed
Community Participation – In support of Independent Living Goals	
<input type="checkbox"/>	Participation in extracurricular and co-curricular activities (clubs, sports)
<input type="checkbox"/>	Use of transportation options: independent, public, specialized
<input type="checkbox"/>	Need for travel/mobility training
<input type="checkbox"/>	Participation in community recreation and leisure activities
<input type="checkbox"/>	Community service activities, volunteering
<input type="checkbox"/>	Initiating and strengthening appropriate friendships and relationships
<input type="checkbox"/>	Voter registration assistance, voting and citizenship
<input type="checkbox"/>	Inclusion in social groups and clubs
<input type="checkbox"/>	Application of social skills in community settings, if appropriate
<input type="checkbox"/>	Practicing self-advocacy skills so the child can articulate strengths and needs and share this information with others
<input type="checkbox"/>	Development of community participation goals and objectives that includes child/family input
<input type="checkbox"/>	Social skills development and situational practice
<input type="checkbox"/>	Linkages to state agencies and other community resources, if appropriate
<input type="checkbox"/>	Assistive technology training and availability, where appropriate