

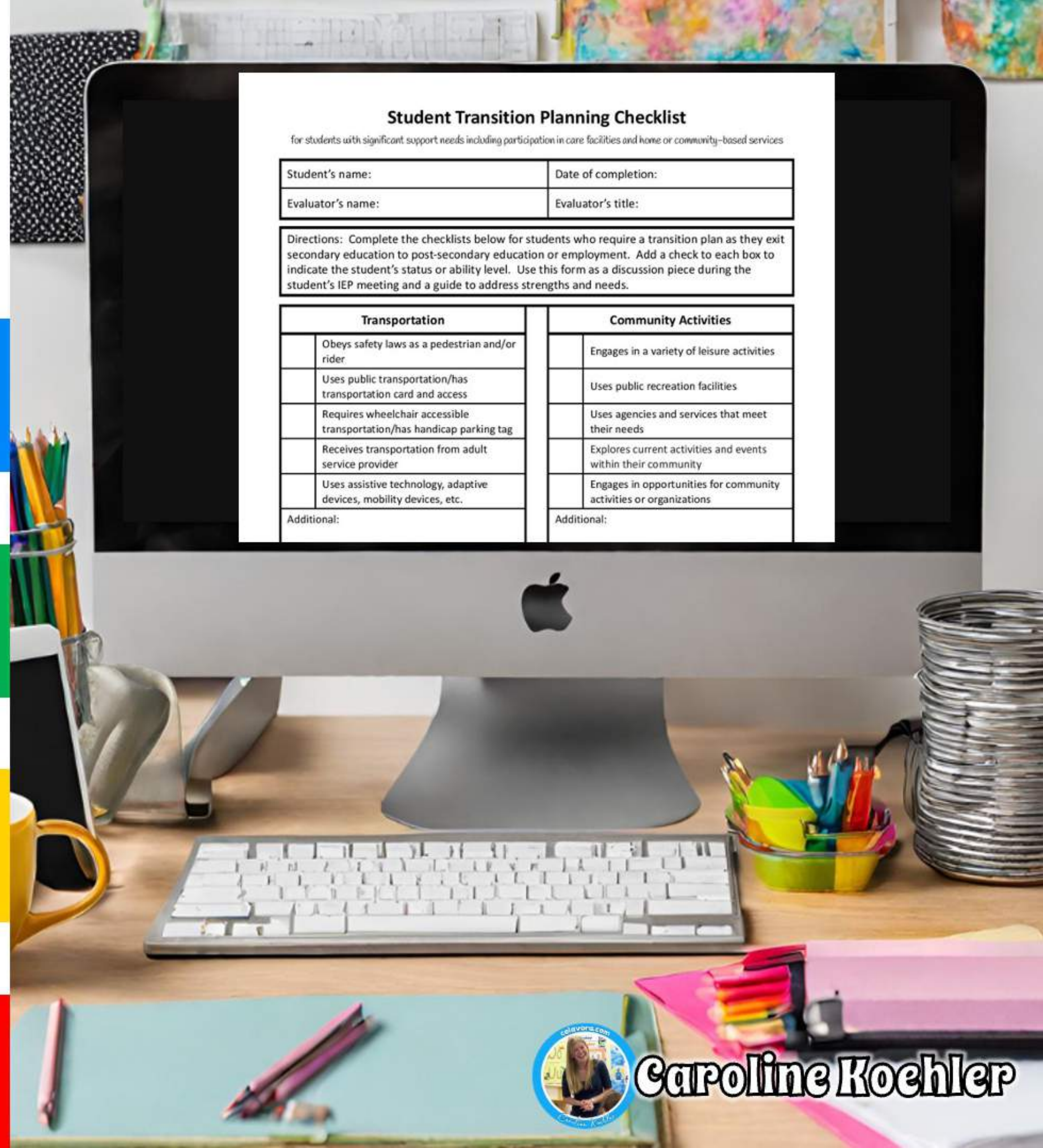
TRANSITION PLANNING

➤ CHECKLIST GUIDE

➤ 3 SUPPORT LEVELS

➤ TIME SAVING TOOL

➤ SPED BEST PRACTICE



Caroline Koehler

PRINT OR TYPE ON PDF

Student Transition Planning Checklist

for students with mild to moderate support needs including sheltered employment and work assistance programs

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training		Employment Skills	
☐	On track to receive a certificate of completion	☐	Student expresses interest in post-secondary employment
☐	Course of study aligns with state standards	☐	Displays appropriate skills including attitude, social awareness, and drive
☐	Interacts appropriately in social situations	☐	Developing readiness for skills and demands for employment
☐	Adheres to school and community rules	☐	Can identify realistic jobs of interest
☐	Able to follow two-step directions from adults	☐	Understands employment options available
☐	Accepts help from support services and	☐	Can maintain employment with or



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Student Transition Planning Checklist

for students with significant support needs including participation in care facilities and home or community-based services

Student's name: <u>Suzie Q.</u>	Date of completion: <u>April 17th</u>
Evaluator's name: <u>Caroline Koehler</u>	Evaluator's title: <u>special teacher</u>

Directions: Complete the checklist below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Financial		Medical	
☒	Has a legal guardian to make financial decisions	☒	Attends medical appointments
☒	Guardian has applied for financial assistance	☒	Actively participates in therapy appointments
☐	Receives SSI or government assistance	☒	Takes medication orally or through port
☒	Has an adult conservatorship to make financial decisions	☒	Use over the counter medications and prescriptions as prescribed
☐	Has a life plan in place	☐	Summary of medical history including medication, allergies, and procedures
☐	Letter of intent from legal guardian		Attend to minor injuries with basic first aid
☒	Has an outside agency relationship established		Health awareness: seeks medical help when ill
☒	Receives assistance from a special education advocate		Has a general practitioner, dentist, and optometrist (if applicable)
☐	Has a special needs trust/trustee		Follows emergency procedures
☐	Receives support from the autism waiver		Has an advocate for health and wellness
☐	Has ABLE (Achieving Better Life Experience) Account		Practices preventive care with daily exercise and healthy food choices
Additional: <u>Guardian is awaiting SS Expected to hear by next spring</u>		Additional:	

MINIMAL SUPPORT NEEDS

Student Transition Planning Checklist Set 1

for students with **minimal support needs** including college bound, tech school, and employment seeking

examples include but are not limited to

- inclusion students
- students with specific learning disabilities
- students with ADD/ADHD/other health impairments (OHI)
- individuals with high functioning autism
- students with physical disabilities
- individuals on cognitive level
- speech only students
- students planning to attend college

Student Transition Planning Checklist

for students with minimal support needs including college bound, tech school, and employment seeking

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Financial	Medical
Manages a checking account, debit/credit card, bank account	Can schedule medical appointments
Applies for financial assistance	Can maintain medical insurance
Reads, schedules, and pays bills on time	Can pick up a prescription
Completes necessary tax forms	Uses over the counter medications and prescriptions as prescribed
Obtains financial assistance for college	Provides medical history including medication, allergies, and procedures
Provides social security number when appropriate	Attends to minor injuries (basic first aid)
Completes paperwork to receive direct deposit	Health aware when ill, stressed, or in pain
Uses online banking	Establishes relationship with a doctor, dentist, and other health professionals (as applicable)
Keeps finances and passwords private	Engages in mental health support
	Advocates for health and wellness

Student Transition Planning Checklist

for students with minimal support needs including college bound, tech school, and employment seeking

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training	Employment Skills
On track for post-secondary education: college, technical school, employment	Student expresses interest in post-secondary employment
Course work aligns with post-secondary goals for education and/or work	Displays appropriate skills including attitude, social awareness, and drive
Interacts appropriately in a variety of social situations	Understands skills, qualifications, and demands for desired employment
Adheres to school rules	Can identify and apply for community assistance for job placement

Student Transition Planning Checklist

for students with minimal support needs including college bound, tech school, and employment seeking

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Transportation	Community Activities
Obeys traffic and safety laws as a pedestrian, driver, and/or rider	Can navigate the community safely
Uses public transportation	Uses public recreation facilities
Plans and schedules rides with public or private transportation	Finds agencies and services that meet their needs when necessary
Has a driver's license and can drive	Explores available activities and events within their community
Can use maps or navigation tools to find unfamiliar locations	Engages in opportunities through community activities or organizations

Student Transition Planning Checklist

for students with minimal support needs including college bound, tech school, and employment seeking

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Social Skills	Independent Living
Acts appropriately in a variety of social situations	Expresses interest in living on their own
Has a supporting network of peers and adult role models/mentors	Schedules, manages, and attends appointments
Utilizes manners and basic etiquette	Plans meals, preps, and cooks
Actively listens and responds	Manages a budget and pay bills including banking and credit cards
Cooperates with peers and superiors	Has the ability to clean and organize living area
Participates in group activities appropriately	Possesses understanding of home safety
Engages in conversations	Shops for food and supplies
Establishes boundaries between social and romantic relationships	Maintains personal hygiene
Displays appropriate citizenship	Completes a morning routine independently
Follows unspoken social rules including distancing, voice level, hygiene, etc.	Completes laundry independently

Problem Solving

Understands the parameters of a contract and the associated obligations
Registers to vote
Able to apply for government assistance
Contacts appropriate community resources to deal with crisis
Understands family planning including the prevention of pregnancy and STIs



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MILD-MODERATE SUPPORT NEEDS

Student Transition Planning Checklist Set 2

for students with **mild to moderate support needs** including sheltered employment and work assistance programs

examples include but are not limited to

- students with mild intellectual disabilities
- students with multiple disabilities
- individuals with mild to moderate autism
- students with severe emotional disabilities

Student Transition Planning Checklist

for students with mild to moderate support needs including sheltered employment and work assistance programs

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training

☐	On track to receive a certificate of completion
☐	Course of study aligns with state standards
☐	Appropriately in social

Employment Skills

☐	Displays appropriate skills including attitude, social awareness, and drive
☐	Developing readiness for skills and demands for employment

Student Transition Planning Checklist

for students with mild to moderate support needs including sheltered employment and work assistance programs

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Social Skills

☐	Acts appropriately in a variety of social situations
☐	Has a support network
☐	Utilizes manners and basic etiquette
☐	Actively listens and responds
☐	Cooperates with peers and superiors
☐	Participates in group activities appropriately
☐	Engages in turn taking conversations

Maintains composure and shows restraint during stressful situations

Displays appropriate citizenship

Follows unspoken social rules including distancing, voice level, hygiene, etc.

Accepts discipline, guidance, and criticism appropriately

Additional:

Independent Living

☐	Demonstrates ability to live on
☐	Demonstrates need for independent living with assistance

Student Transition Planning Checklist

for students with mild to moderate support needs including sheltered employment and work assistance programs

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Transportation

☐	Obeys safety laws as a pedestrian, driver and/or rider
☐	Uses public transportation/has transportation card
☐	Plans and schedules rides with public or private transportation
☐	Receives transportation from adult service provider
☐	Can navigate known locations and environments independently

Additional:

Community Activities

☐	Engages in a variety of leisure activities
☐	Uses public recreation facilities
☐	Uses agencies and services that meet their needs
☐	Explores current activities and events within their community
☐	Engages in opportunities for community activities or organizations

Additional:

Student Transition Planning Checklist

for students with mild to moderate support needs including sheltered employment and work assistance programs

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Financial

☐	Apply for financial assistance
☐	Receives SSI or government assistance
☐	Has a legal guardian to make financial decisions

Medical

☐	Attends medical appointments
☐	Actively participates in appointments

takes medication orally

Use over the counter medications as prescribed

Provides medical history, education, allergies, and

tends to minor injuries

Health awareness: seeks help when ill

Sees a general practitioner, dentist, and specialist

Is an advocate for health

Uses preventive care wisely and healthy food choices



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SIGNIFICANT SUPPORT NEEDS

Student Transition Planning Checklist Set 3

for students with **significant support needs** including participation in care facilities and home or community-based services

examples include but are not limited to

- students with severe to moderate intellectual disabilities
- students with multiple disabilities
- individuals with severe autism
- students with severe physical limitations
- students with little to no communication
- students planning to live independently

Student Transition Planning Checklist

for students with significant support needs including participation in care facilities and home or community-based services

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Transportation

- | |
|---|
| ☐ Obeys safety laws as a pedestrian and/or rider |
| ☐ Uses public transportation/has transportation card and access |
| ☐ Requires wheelchair accessible transportation/has handicap parking tag |
| ☐ Receives transportation from adult service provider |
| ☐ Uses assistive technology devices, mobility devices, etc. |

Additional: _____

Self-Advocacy

- | |
|--|
| ☐ Conveys personal wants and needs |
| ☐ Accepts assistance from community |

Community Activities

- | |
|---|
| ☐ Engages in a variety of leisure activities |
| ☐ Uses public recreation facilities |
| ☐ Uses agencies and services that meet their needs |
| ☐ Explores current activities and events within their community |
| ☐ Engages in opportunities for community activities or organizations |

Additional: _____

Student Transition Planning Checklist

for students with significant support needs including participation in care facilities and home or community-based services

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Social Skills

- | |
|---|
| ☐ Acts appropriately in a variety of social situations |
| ☐ Has a support network |
| ☐ Utilizes manners and friendly behavior |
| ☐ Actively listens and/or responds |

Independent Living

- | |
|---|
| ☐ Demonstrates need for living with some assistance |
| ☐ Demonstrates need for full-time supervised living |
| ☐ Able to select clothing and/or dress independently or with support |
| ☐ Able to cook or food |

Student Transition Planning Checklist

for students with significant support needs including participation in care facilities and home or community-based services

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training

- | |
|---|
| ☐ On track to receive a certificate of completion |
| ☐ Course of study aligns with state standards |
| ☐ Interacts in social situations |
| ☐ Follows school schedule and procedures |
| ☐ Engages in daily activity with peers and adults |
| ☐ Accepts help through support services and accommodations |
| ☐ Maintains attendance of 80% or greater (medical/therapy appointments not included) |
| ☐ Work samples provided in a student portfolio |
| ☐ Student participates in the IEP planning process |
| ☐ Currently engaging in community activities and programs |

Employment Skills

- | |
|---|
| ☐ Aware of post-secondary options |
| ☐ Displays appropriate behavior skills for group activities |
| ☐ Developing readiness for skills and demands for employment |
| ☐ Identifies activities of interest including hobbies and leisure activities |
| ☐ Displays need for ongoing assistance and care |
| ☐ Can maintain participation with or without additional adult support |
| ☐ Can appropriately participate in day programs and community activities |
| ☐ Maintains necessary focus to complete tasks |
| ☐ Has the ability and endurance to engage in activities for up to an hour |
| ☐ Invite outside agencies to participate in IEP meeting |

Student Transition Planning Checklist

for students with significant support needs including participation in care facilities and home or community-based services

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Financial

- | |
|---|
| ☐ Has a legal guardian to make financial decisions |
| ☐ Legal guardian |

Medical

- | |
|--|
| ☐ Attends medical appointments |
| ☐ Actively participates in therapy appointments |
| ☐ Takes medication orally or through a medical port |
| ☐ Use over the counter medications and prescriptions as prescribed |
| ☐ Summary of medical history including medication, allergies, and procedures |
| ☐ Attends to minor injuries with basic first aid |
| ☐ Health awareness: seeks medical help to meet health needs |
| ☐ Has a general practitioner, dentist, optometrist, and specialists (as needed) |
| ☐ Follows emergency procedures |
| ☐ Has an advocate for health and wellness |
| ☐ Practices preventive care with exercise or therapy and adequate nutrition |

Additional: _____



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CHECK OUT THE BUNDLE!

Click [here](#) to get this transition set plus student assessments!

TRANSITION ASSESSMENTS



THE COMPLETE SET

- ✓ Transition planning support
- ✓ Diverse set for caseloads
- ✓ IEP documentation sheets



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