

GetSet! for Transition Checklist

Transition is the time between ninth grade and graduation from high school or a transition program for students with disabilities. It's the time when students, families and schools look at what the student will need, in addition to academics, to live and work as independently as possible when they transition from school to adult life.

This checklist is an outline of what you and your student should consider during this time. This is a general list of ideas for students age 14-21. Activities will vary depending on the needs of the student.

There are a variety of Arc Guides that provide more information on services, programs and options. Check them out at <https://arcminnesota.org/arc-guides/>

The Transition Process: Ages 14 - 16

GENERAL

- Beginning at grade 9, the student must be asked to be part of the Individualized Education Program (IEP) process. Ask the student's special education teacher about helping the student lead the meeting or take part as much as possible.
- All students must have a Personal Learning Plan in high school. This is in addition to the IEP. This plan should be looked at as a life plan that includes academic scheduling, career exploration, career and employment-related skills, community partnerships, college access, all forms of postsecondary (after high school) training, and experiential (real life) learning opportunities.
- At grade 9, the school should do a transition assessment which includes standardized tests (tests that are given and scored in the same way for all test takers). In addition to whatever testing the team agrees on, the assessment must include tests that measure life skills and career readiness. Examples of assessments are the Enderle-Severson and Brigance Transition Skills Inventory.
- Add people to the IEP team who can offer help planning for the adult world for the student. Think about meeting with the school guidance counselor and inviting him/her to the meeting. Also consider whether it would be beneficial to have the county social worker attend.
- Look at the school catalog for classes with your student. Consider all classes and extracurricular activities when planning schedules. Think about and plan for courses required for post-secondary education (college, vocational or trade school, other training programs) if the student will be going on to one of those programs.
- Be sure the IEP has transition goals for both academic and functional (everyday living) needs. The IEP should include regular high school classes based on transition needs and goals. Based on the



assessed needs of the student, goals can be in the areas of employment, post-secondary training and learning, home, independent living and healthy relationships.

- Explore a person-centered planning process that focuses on the student and what they want for their future. These are tools that ensure the student is at the center of decisions that relate to their life and what is important to and important for them. A person centered process involves listening, thinking together, coaching, sharing ideas and seeking feedback from the student and persons important in their life. (The Arc Minnesota offers multiple Person Centered Planning process to help students and families consider options.)
- Explore Medical Assistance (government health insurance) and Social Security benefits (financial assistance).
- Explore county human services. Request a MnCHOICES assessment from the county if you have not already done this. This is a checklist that is done in the student's home by a person from the county trained to look at the student's skills and needs. This assessment determines if your student is eligible for county or other services.
- Encourage the development of skills to allow the student to advocate for their own needs (self-advocacy). Help the student understand his/her own disability and how to communicate their needs to others.

EMPLOYMENT

- Help the student explore career options and include career planning goals in the IEP. Consider skills and interests and develop a career plan.
- Determine and develop what skills need to be taught related to completing job applications, creating resumes, seeking employment and interviewing.
- Visit the Disability Benefits website: www.db101.org with the student. This tool helps you see how wages and government financial benefits work together.
- Visit disabilityhubmn.org. This is a free resource that can help you solve problems, navigate the state disability services system and plan for the student's future.
- Think about and encourage the student to get a volunteer position to build job skills.
- Have the student do chores at home such as setting the table, washing clothes, taking care of pets, etc.
- Look for possible job opportunities in the community the student might be interested in.
- Ask the school case manager/special ed teacher about Pre-Employment Transition Services (Pre-ETS) for the student through school. These services include: job exploration and counseling, work-based learning experiences, post-secondary education counseling, workplace readiness training, and instruction in self-advocacy.

POST SECONDARY TRAINING AND LEARNING OPPORTUNITIES

- Explore post-secondary options with the IEP team and write decisions in the IEP.

- As an IEP team, discuss a potential graduation age/date for the student, - 18, 19, 20 or 21 years of age?

RECREATION, LEISURE AND COMMUNITY PARTICIPATION

- Identify the student's interests in recreation and leisure activities within the community. Define what needs, if any, should be put in the IEP.
- Figure out transportation options and how the student will get around in the community. Sign up for driver's education, enroll in Metro Mobility, learn how to use public transportation. Include necessary skill training on the IEP, if appropriate.

The Transition Process: Ages 16-18

GENERAL

- Review activities from ages 14 - 16. Are they completed? Is more information needed? Is there more work to be done?
- Find out what college entrance exams are required: Accuplacer, SAT, ACT. Decide if the student needs special accommodations for taking the test and apply for them. The school can help with this. Determine the need for test preparation classes. These may be offered at the school or in the community.
- Explore eligibility for Medical Assistance and Social Security benefits. Be aware that eligibility can change when a student becomes 18.
- A student must be informed at the annual IEP meeting that rights belonging to the parent will transfer to the student at age 18, unless someone else is made their legal guardian, such as a parent.
- Learn about guardianship and alternatives to guardianship. These alternatives can include power of attorney, a health care directive, a joint bank account, among other options.
- The student should get a state identification card (which can be a driver's permit, license, or state ID card).
- Get information on school timelines for graduation including taking graduation pictures, announcements, cap and gown, class party, and senior class picture.
- Prepare a transition folder including the most recent evaluation reports from school and outside providers, transcripts, test scores, current IEP, medical records, interest inventories, extra-curricular activities, etc.
- The student should learn budgeting and banking skills (e.g. using a checkbook, opening a savings account). Goals should be added to the IEP to address these needs.
- Many school districts have transition fairs which provide students and parents with information on adult services. Find out if there is a transition fair in your district or attend one in a neighboring district.

EMPLOYMENT

- Expect that the student can work in a job earning at least minimum wage alongside people without disabilities. Consider more restrictive options only if necessary (supported employment, day training and habilitation and other work programs for people with disabilities).
- The student should create a list of references from school, personal, and professional contacts.
- Apply for Vocational Rehabilitation Services (VRS) and meet with a Vocational Rehabilitation (VR) counselor. Counselors help people with vocational testing and other employment assistance. Ask the IEP team for the contact information for the VR counselor assigned to the school.
- Be sure the student is working on job exploration and counseling, work-based learning experiences, post-secondary education counseling, workplace readiness training, and instruction in self-advocacy (Pre-ETS) in school and with the Vocational Rehabilitation (VR) counselor as appropriate.
- The student should explore paid job options and apply for a job.
- In the transition folder, add references, a template or copy of a completed job application, and a list of skills that the student has learned.
- The student can meet with people who have careers he/she is interested in and do informational interviews with them.
- Determine the need for direct teaching time on soft employment skills: greeting people, eye contact, attendance, interacting with employer, employee and general public, etc. Be sure these skills are included in the IEP.

POST SECONDARY TRAINING AND LEARNING OPPORTUNITIES

- If the student will not graduate and leave school after completing their senior year, identify post-secondary training transition programs. Every school district either has their own transition program or contracts with a special district that does.
- Attend college fairs and resource fairs.
- Identify options for colleges, vocational, or technical schools. Tour potential schools, find out what the entrance requirements are and meet with staff in the disability services office about accommodations your student might need.
- Find out how much trade, vocational schools or college will cost. Ask schools about discounts, scholarships and other financial aid.
- Identify and keep a list of supports and services that might be needed in post-secondary settings, including assistive technology.
- Learn about Section 504 and how it can help the student to receive the accommodations they need in a post-secondary setting.

HOME AND INDEPENDENT LIVING

- Have the student do more household chores or tasks that are required for apartment or home living, such as cleaning, yard work, taking care of clothes.
- Talk to the student about housing options after they leave home. Discuss where the student would like to live, if they would like to live with someone, what kind of a place they want (home, apartment, etc.).

RECREATION, LEISURE AND COMMUNITY PARTICIPATION

- Help the student find social groups, sports or clubs in the community or at school they might want to join.

The Transition Process: Ages 18 - 21

GENERAL

- Review activities from ages 14 - 16, and 16 - 18. Are they completed? Is more information needed? Is there more work to be done?
- Develop a financial plan based on after graduation plans. This should include short term and long term needs. Talk to The Arc about trust and other options.
- Create a person-centered futures plan. Call The Arc for more information.
- Get a summary of school performance from the IEP case manager/special ed teacher when the student ends special education services. Upon graduation, the school must provide the student with a summary of his/her academic achievement (grades, etc.) and functional performance (where the student is on goals and progress toward independent living). This must include suggestions on how to help the student meet their post-high school goals.

EMPLOYMENT

- Be sure the student continues goals and classes directly related to their career field of interest.
- Apply for and have the student meet with Vocational Rehabilitation Services (VRS) if you haven't yet.

POST SECONDARY TRAINING AND LEARNING OPPORTUNITIES

- Watch post-secondary application deadlines, including housing and financial aid deadlines.
- If the student is planning on a post-secondary class/program, register with the school's disability office.
- A male student must register with Selective Service at age 18. You can register or find more information on registration at www.sss.gov.

HOME AND INDEPENDENT LIVING

- Identify and explore future housing options with the student.

RECREATION, LEISURE AND COMMUNITY PARTICIPATION

- The student should register to vote. Call The Arc to do this or you can register at:
<https://mnvotes.sos.state.mn.us/VoterRegistration/VoterRegistrationMain.aspx>
- The student should join community/church/social groups based on their recreation and leisure interests.

Revised May 2018