

Transition Planning Steps

For Families & Students as They Begin the High School Years

1. Student and family members should identify and understand the disability and the challenges they will face so that all members of the ARD/IEP Team can provide quality transition planning for the student.
2. Student need to understand the ARD/IEP process.
3. Student should be invited to their annual ARD/IEP meeting. Family members should consider the student's level of involvement at the ARD/IEP meeting depending on the student's desire to participate.
4. Student should complete interest and career inventories in order to plan appropriate courses and vocational education. (Contact your school or advocacy center for more information)
5. Student and Family members should begin to discuss future independent living arrangements, including possible supports.
6. Teacher and family members need to help the student identity and articulate their interests, preferences, and needs.
7. Student should understand their disability and know what accommodations they need.
8. Opportunities for problem solving, decision making and self advocacy skills training should be provided to the student at home, school and the community.
9. Student should have access to and utilize assistive technology in order to successfully participate in academic classes, increase community involvement and explore employment opportunities.
10. Student should get involved in community activities in order to develop friendships and become contributing members of society.
11. Student should participate in travel training (e.g. city bus, taxi, etc.) both at school and in the community.

For Families and Students Three Years before Exiting High School

1. Students, family members and school personnel (e.g. transition coordinator, guidance counselor, etc.) should identify community support services and programs relating to the student's disability. (e.g. Division for Rehabilitative Services (DARS), Department of Aging and Disability Services (DADS), etc.).
2. Student and family members should contact school administrators prior to the ARD/IEP team meeting to confirm that the appropriate adult service providers have been invited and will attend the meeting.
3. ARD/IEP team members should identify the student's strengths and skills so that the appropriate vocational/educational programming can be developed for the student.
4. The student and family members should explore various post secondary programs and identify the support services that are available at these programs. The student should schedule an appointment with the guidance counselor to discuss accommodations needed to take the college entrance exams.
5. Team members should explore alternative career paths, participate in job shadows, job internships and/or paid employment to help determine career interests and strengths.
6. The Team members should help determine student eligibility for financial support. Student and family members should contact the appropriate agencies to begin the application process. (e.g. Social Security Income, Social Security Disability Income, Title 19, Medicaid, etc.).

7. The ARD/IEP Team members should discuss the transfer of rights prior to the student's eighteenth birthday. (e.g. Guardianship, conservatorship)
8. Student should have a transition portfolio completed by graduation from high school. Included in this portfolio should be a summary of transition services including vocational assessments, job shadows, job internships, resume and references.
9. Student and or family member should request a complete copy of all educational records before exiting High School.

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