**Transition Planning Actions Checklist for Students with Severe Disabilities**

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| Action | **When** | **Who** | What Was Done And When |
| Complete transition assessments in order to determine post-secondary interests- attending college, entering the workforce. Etc. | Middle School  or Age 14 | Special Education Staff, Student, and Family |  |
| Begin encouraging student participation in IEP meetings. | Middle School or Age 14 | Special Education Staff, Student, and Family |  |
| Enroll in the appropriate classes for high school based on your transition assessment and interview results. | Middle School  or Age 14 | Special Education Staff and Student |  |
| 1. Begin teaching and learning personal health care. | Middle School  or Age 14 | Special Education Staff and Student |  |
| 1. Begin teaching and learning independent living skills including, but not limited to: money skills, cooking/feeding, communicating. | Middle School  or Age 14 | Special Education Staff and Student |  |
| 1. Become involved in school- or community-based activities that let you explore your interests and learn new things. | Middle School  or Age 14 | Student and Family |  |
| 1. Establish chores at home. Allow your child to help cook, clean, etc. | Middle School  or Age 14 | Student and Family |  |
| 1. Complete PUNS (Priority of Urgency of Needs for Services) updates for students with intellectual disabilities. | Middle School  or Age 14 | Student and Family |  |
| 1. Utilize PAS (Pre-admission Screening Agents) available within the community. | Middle School  or Age 14 | Student and Family |  |
| Other: |  |  |  |
| Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. | Freshman Year  or Age 15 | Special Education Staff, Student, and Family |  |
| 1. Take the appropriate classes based on your individual needs and transition assessment and interview results. | Freshman Year  or Age 15 | Special Education Staff and Student |  |
| 1. Discuss high school completion options (diploma/certificate of completion). | Freshman Year  or Age 15 | Special Education Staff, Student, and Family |  |
| 1. Practice independent living skills including, but not limited to: money skills, cooking/feeding, communicating. | Freshman Year  or Age 15 | Special Education Staff, Family, and Student |  |
| 1. Practice personal health care skills. | Freshman Year  or Age 15 | Special Education Staff, Family, and Student |  |
| 1. Begin teaching appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, peers, etc.) | Freshman Year or Age 15 | Special Education Staff |  |
| 1. Determine transportation/mobility training needs. | Freshman Year  or Age 15 | Special Education Staff, Student, and Family |  |
| 1. Explore needs for home services and assistive technology. | Freshmen Year  or Age 15 | Special Education Staff, Student, and Family |  |
| 1. Stay involved in school- or community-based activities that let you explore your interests and learn new things. | Freshman Year  or Age 15 | Student and Family |  |
| 1. Continue chores at home. | Freshman Year  or Age 15 | Student and Family |  |
| 1. Explore/Discuss residential programming options/wait list processes, as appropriate. | Freshman Year  or Age 15 | Student and Family |  |
| 1. Explore current and future living options. | Freshmen Year  or Age 15 | Student and Family |  |
| Other: |  |  |  |
| 1. Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. | Sophomore Year  or Age 16 | Special Education Staff, Student, and Family |  |
| 1. Continue to take the appropriate classes based on your individual needs and transition assessment and interview results. | Sophomore Year  or Age 16 | Special Education Staff and Student |  |
| 1. Continue reviewing options for transportation to work or volunteering opportunities and determining transportation/mobility needs. | Sophomore Year  or Age 16 | Special Education Staff, Student, and Family |  |
| 1. Determine appropriateness for referrals to school to work programs (STEP). | Sophomore Year  or Age 16 | Special Education Staff, Student, and Family |  |
| 1. Teach the student to identify and articulate (a) the disability(ies) he/she has,(b) the functional limitations he/she experiences as a result of the disability(ies), (c) learning style, (d) strengths, gifts, and talents, (e) problems he/she can solve, and (f) support needs. | Sophomore year  or Age 16 | Special Education Staff and Student |  |
| 1. Continue practicing independent living skills including, but not limited to: money skills, cooking/feeding, communicating. | Sophomore Year  or Age 16 | Special Education Staff, Student, and Family |  |
| 1. Continue practicing personal health care skills. | Sophomore Year  or Age 16 | Special Education Staff, Student, and Family |  |
| 1. Continue teaching appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, peers, etc.) | Sophomore Year or Age 16 | Special Education Staff, Student, and Family |  |
| 1. Continue exploring needs for home services and assistive technology. | Sophomore Year  or Age 16 | Special Education Staff, Student, and Family |  |
| 1. Stay involved in school- or community-based activities that interest you or let you learn new things. | Sophomore Year  or Age 16 | Student and Family |  |
| 1. Discuss the potential for Supplemental Social Security (SSI) and Social Security Work Incentives (SSWI). | Sophomore Year  or Age 16 | Family |  |
| 1. Continue exploring residential programming options, as appropriate. | Sophomore Year  or Age 16 | Student and Family |  |
| 1. Continue exploring current and future living options. | Sophomore Year  or Age 16 | Family |  |
| 1. Investigate guardianship, advocacy, estate planning, and financial planning ([www.gac.state.il.us](http://www.gac.state.il.us), 217-892-4611, or ARC of IL: Family Manual <http://www.thearcofil.org/wp-content/uploads/2011/07/FamilyManualTransitionNov302010FINALz.pdf>) | Sophomore Year  or Age 16 | Family |  |
| Other: |  |  |  |
| 1. Invite adult service providers to the transition planning IEP. | Junior Year  or Age 17 | Special Education Staff and Family |  |
| 1. Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. | Junior Year  or Age 17 | Special Education Staff, Student, and Family |  |
| 1. Continue to take the appropriate classes based on your individual needs and transition assessment and interview results. | Junior Year  or Age 17 | Special Education Staff, Student, and Family |  |
| 1. Continue practicing independent living skills, communication skills, and personal hygiene routines. | Junior Year  or Age 17 | Special Education Staff, Student, and Family |  |
| 1. Continue exploring needs for home services and assistive technology. | Junior Year  or Age 17 | Special Education Staff, Student, and Family |  |
| 1. Administer a functional vocational evaluation (if necessary.) | Junior Year  or Age 17 | Special Education Staff |  |
| 1. Participate in vocational education classes as appropriate. | Junior Year  or Age 17 | Special Education Staff and Student |  |
| 1. Stay involved in school- or community-based activities that interest you or let you learn new things. | Junior Year  or Age 17 | Student and Family |  |
| 1. Participate in the STEP program (if applicable.) | Junior Year  or Age 17 | Student |  |
| 1. Obtain driver’s license (as appropriate) or state-ID card. | Junior Year  or Age 17 | Student and Family |  |
| 1. Apply for reduced fare card and/or Para transit Door-to-Door services (if necessary). | Junior Year  or Age 17 | Student and Family |  |
| 1. Complete court proceeding for guardianship, power of attorney, wills and trusts, and delegation of educational rights. | Junior Year  or Age 17 | Student and Family |  |
| 1. Continue exploring current and future living options. | Junior Year  or Age 17 | Family |  |
| Other: |  |  |  |
| 1. Establish a graduation date through the IEP team (if applicable) | Senior Year  or Age 18 | Special Education Staff, Student, and Family |  |
| 1. Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. | Senior Year  or Age 18 | Special Education Staff, Student, and Family |  |
| 1. Continue to take the appropriate classes based on your individual needs and transition assessment and interview results. | Senior Year  or Age 18 | Special Education Staff and Student |  |
| 1. Continue practicing independent living skills, communication skills, and personal hygiene routines. | Senior Year  or Age 18 | Special Education Staff, Student, and Family |  |
| 1. Complete Summary of Performance if exiting school. | Senior Year  or Age 18 | Special Education Staff |  |
| 1. Participate in the STEP program (if applicable.) | Senior Year  or Age 18 | Student |  |
| 1. Stay involved in school- or community-based activities that interest you or let you learn new things. | Senior Year  or Age 18 | Student and Family |  |
| 1. Apply for post-secondary vocational services for colleges, trades schools, and training centers. | Senior Year  or Age 18 | Student and Family |  |
| 1. Coordinate with adult service providers and ensure that appropriate referrals have been made. | Senior Year  or Age 18 | Student and Family |  |
| 1. Apply for income support (SSI), public aid (Medicaid), and general assistance. | Senior Year  or Age 18 | Student and Family |  |
| 1. Register to vote and for Selective Service. | Senior Year  or Age 18 | Student and Family |  |
| 1. Contact case management agency that coordinates funding for in-home and residential supported living in the community, if appropriate. | Senior Year  or Age 18 | Student and Family |  |
| Other: |  |  |  |
| 1. Establish a graduation date through the IEP team (as appropriate) | 19-22 Years Old | Special Education Staff, Student, and Family |  |
| 1. Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. | 19-22 Years Old | Special Education Staff, Student, and Family |  |
| 1. Continue to take the appropriate classes based on your individual needs and transition assessment and interview results. | 19-22 Years Old | Special Education Staff and Student |  |
| 1. Continue practicing independent living skills, communication skills, and personal hygiene routines. | 19-22 Years Old | Special Education Staff, Student, and Family |  |
| 1. Identify and access leisure/recreation options. | 19-22 Years Old | Special Education Staff, Student, and Family |  |
| 1. Encourage active participation with adult service providers by continuing to invite them to IEP meetings—especially during the year of anticipated graduation. | 19-22 Years Old | Special Education Staff, Student, and Family |  |
| 1. Systematically phase out school supports, phase in adult supports (when appropriate). | 19-22 Years Old | Special Education Staff and Family |  |
| 1. Complete Summary of Performance if exiting school. | 19-22 Years Old | Special Education Staff |  |
| 1. Participate in the STEP program (if applicable.) | 19-22 Years Old | Student |  |
| 1. Follow up with referrals for service provision from adult service providers. | 19-22 Years Old | Family |  |
| Other: |  |  |  |