



Postsecondary Transition Planning Checklist for Families

Prior to Age 12

- Introduce and expose the student to a range of jobs, activities, and hobbies.
- Encourage the student to ask for help appropriately when needed.
- Engage in role-play with the student to help them strengthen their ability to ask for help in different situations.
- Help the student learn to work and play cooperatively with others.
- Assist the student in developing and learning about self-determination.
- Assist the student in learning how to verbalize their strengths and needs.
- Begin career exploration activities.
- Develop self-care, daily living skills, and routines at home.
- Develop a long-term plan to increase independence and self-determination skills.
- Provide opportunities to see people at work in different settings.
- Teach financial literacy skills, including experiences with shopping and banking.
- Promote the development of work-readiness skills such as responsibility, decision-making, problem-solving, time management, and working as a member of a team, both at home and in the community.
- Provide opportunities to make choices and decisions, explore and take risks, and learn from experiences of success and failure.
- Be an active participant during Committee on Special Education (CSE)/Individualized Education Program (IEP) meetings (e.g., provide input, ask questions, etc.).
- Apply to relevant agencies (e.g., eligible individuals can apply for services from the Office for People with Developmental Disabilities [OPWDD] as early as infancy).
- Other: _____

Ages 12-14

- Introduce and discuss transition planning with the student.
- Speak with the student about their IEP and their CSE meetings, so they can begin to become more involved when appropriate.
- Be an active participant during CSE/IEP meetings (e.g., provide input, ask questions, etc.)
- Talk with the student about their role in the CSE/IEP meeting and encourage their participation (e.g., attend and listen, attend with some participation by presenting on one aspect of the IEP, actively participate in most or all of the meeting).
- Talk with the student about their interests, desires, and goals.
- Provide the student with opportunities to explore their interests.
- During the year in which the student turns 12, collaborate with school staff to complete the student and family portions of the student's initial vocational assessment.
- Provide opportunities for increased independence and responsibility at home.
- Talk with the student and their teachers about opportunities for increased responsibility at school.
- Provide the student with opportunities to explore a wide variety of community and leisure activities.
- Gather important documents such as the student's birth certificate, social security card, photo ID, medical information, and IEP for their Transition Portfolio.
- Discuss high school choice with the student, the school counselor, and other staff at the student's school (if appropriate).
- Attend high school fairs and explore high schools that may be a good fit for the student (if appropriate).
- Research and then help the student explore Career and Technical Education (CTE) and other high school options aligned with their career goals.
- Learn about different kinds of Work-Based Learning (WBL) opportunities that may be available.
- Develop skills for academic independence (time management, study skills, note-taking, etc.).
- Develop self-determination skills to increase independence.
- Think about volunteer job opportunities in the community, babysitting opportunities, or other ways to develop job skills.
- Talk to your child about [Postsecondary Education or Training: A Checklist for Parents](#).
- [Set a Postsecondary Education or Training Destination and Map a Course to Get There](#).
- Attend family workshops on Transition to become informed about the process of Transition Planning.
- Help the student to understand their disability, and when/who to ask for assistance.
- Discuss the process of obtaining employment certificates/working papers with the student and family.
- Explore and connect with external agencies such as OPWDD and Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) when appropriate.
- Apply to relevant agencies (e.g., eligible students may apply to OPWDD as early as infancy).
- Other: _____

Ages 14-17

- Encourage the student to continue to explore community and leisure activities of interest.
- Continue to be an active participant during CSE/IEP meetings (e.g., provide input, ask questions, etc.).
- Talk with the student about their role in the CSE/IEP meeting and encourage their participation (e.g., attend and listen, attend with some participation by presenting on one aspect of the IEP, actively participate in most or all of the meeting).
- Work with the student and the CSE/IEP team to develop your student's transition plan.
- Talk to your child about [Postsecondary Education or Training: A Checklist for Parents](#).
- [Set a Postsecondary Education or Training Destination and Map a Course to Get There](#).
- Encourage the student to take advantage of WBL experiences.
- Explore volunteering, paid work experience, and connections to community-based activities.
- Learn about the different graduation options and credentials such as the Career Development and Occupational Studies (CDOS) commencement credential.
- Discuss with the student and school staff about which graduation pathway is most appropriate for your student.
- Meet regularly with the student and their career and/or school counselor to identify appropriate courses and/or Regents examinations to ensure that your student is on track to graduate with the expected diploma or credential.
- Provide consent for requesting College Board accommodations.
- Have the student take the SAT or ACT with or without accommodations, when appropriate.
- Explore colleges and trade schools.
- Discuss the process of obtaining employment certificates/working papers with the student and family.
- Apply for employment certificate (working papers), as needed.
- Explore college, vocational and independent living options as appropriate for your student, including agencies such as OPWDD and ACCES-VR.
- Visit postsecondary options when possible (e.g., colleges, trade schools, day programs, etc.).
- Apply to relevant agencies (e.g., eligible students may apply to OPWDD as early as infancy, and ACCES-VR as early as 14).
- Inform the CSE Office of community agency representatives you'd like invited to the meeting (e.g., Care Coordinator, and/or ACCES-VR Counselor, etc.).
- Determine if the student requires travel training to learn how to travel independently using public transportation.
- Discuss obtaining a driver's permit, license, or non-driver's identification.
- Encourage independence in all areas of life such as self-care activities, money management, and travel in the community.
- With the student, start identifying adult health care providers by asking your student's pediatrician for recommendations.

- If you have not already, help the student access sexual education and understand changes related to puberty.
- Together with the student, create a vision of their life after leaving school or at age 21.
- Attend transition-related workshops, fairs, conferences, seminars, webinars, etc.
- Other: _____

Ages 17-21

- Meet with the student's school counselor to ensure that they are on track toward the graduation diploma and/or credential agreed upon and for assistance with college applications as appropriate.
- Connect with any agencies or organizations that will provide services, training, or education following the student's graduation or aging out of high school.
- Visit postsecondary options when possible (e.g., colleges, day programs, etc.).
- Continue to be an active participant during CSE/IEP meetings (e.g., provide input, ask questions, etc.).
- Continue to talk with the student about their role in the CSE/IEP meeting and encourage their participation (e.g., attend and listen, attend with some participation by presenting on one aspect of the IEP, actively participate in most or all of the meeting).
- Inform the CSE Office of community agency representatives you'd like invited to the meeting (e.g., Care Coordinator, and/or ACCES-VR Counselor, etc.).
- Prepare the student to discuss their disability in a college student services office and request accommodations for college classes.
- Review the student's Student Exit Summary.
- Obtain a copy of the student's Behavior Intervention Plan (BIP); if applicable.
- Get a copy of the last IEP.
- Acquire a copy of the last psychological evaluation.
- Have students who identify as male register for selective service.
- Obtain a driver's permit, license, or non-driver's identification.
- Continue to plan financially.
- If you have not already, help the student learn how to manage their medications, make appointments, and communicate with health care providers.
- Discuss where the student would like to live and the potential supports they will need.
- Encourage the student to register to vote.
- Apply for employment certificate (working papers), as needed.
- Apply to relevant agencies (e.g., eligible students may apply to OPWDD as early as infancy and ACCES-VR as early as 14).
- Apply for Supplemental Security Income (SSI) and Medicaid (if applicable).
- Other: _____