

Planning For Living Independently

This checklist may be used by teachers and the transition team to assist planning and preparation for independent living for students after high school.

What Does The Student Need?	Actions the High School Transition Team May Recommend
<p><u>ASSESSMENT</u> that identifies preferences, interests, needs and strengths (PINS) for adult and independent living, including recreation and leisure</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interview youth and families regarding adult and independent living interests and preferences (use other methods to assess interest and preferences if child is nonverbal) <input type="checkbox"/> Observe youth in independent living or recreational setting <input type="checkbox"/> Interview youth and family regarding medical needs <input type="checkbox"/> Interview youth and family regarding financial plans <input type="checkbox"/> Identify transportation needs and skills <input type="checkbox"/> Develop a list of supports student needs to be successful <input type="checkbox"/> Identify needed natural supports, accommodations, and support services.
<p><u>DEVELOPMENT</u> of adult living placement options, including recreation and leisure (not needed immediately, but for planning purposes)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze adult living options in local area (for example, group home, supported living homes, roommates) <input type="checkbox"/> Analyze locality for leisure/recreation options in the local area <input type="checkbox"/> Coordinate with other families and youth looking for adult living options <input type="checkbox"/> Provide training and education for families and youth regarding living and financial options for transition-aged youth <input type="checkbox"/> Analyze community for transportation options
<p><u>MATCH</u> youth to adult living placement options, including leisure and recreation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the demands and expectations of the adult living and community participation options <input type="checkbox"/> Match the student's assessment and list of supports to the demands and expectations of these options
<p><u>TRAINING</u> and <u>PREPARATION</u> for adult living</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide instruction to prepare youth to enter identified adult living and community options <input type="checkbox"/> Identify potential service providers for needed supports and accommodations <input type="checkbox"/> Development natural supports <input type="checkbox"/> Provide opportunities to participate in the community in the identified settings
<p><u>PLACEMENT</u> and <u>FOLLOW-ALONG</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor progress <input type="checkbox"/> Monitor changing need for natural supports <input type="checkbox"/> Monitor changing need for services <input type="checkbox"/> Make adjustment, as needed

Planning for Employment

Adapted from NICHCY

This checklist may be used by teachers and the transition team to assist planning and preparation for employment for students after high school.

What Does This Student Need?	Actions the High School Transition Team May Recommend
<p><u>ASSESSMENT</u> that identified current preferences, interests, needs and strengths for endurance for post-school employment, independent living and/or postsecondary education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interview youth regarding vocational interests and preferences (use other methods to assess nonverbal students) <input type="checkbox"/> Conduct situational assessment (observation in a work setting) assess endurance, strength, aptitude, social skills, interest, interactions <input type="checkbox"/> Conduct formal vocational evaluation by a trained evaluator <input type="checkbox"/> Self-assessment <input type="checkbox"/> Develop student’s awareness of different jobs <input type="checkbox"/> Discuss health care issues that may impact employment
<p><u>DEVELOPMENT</u> of job and job placement options and awareness of skills needed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze local labor market (contact employment services for state and request information for the region, contact local vocational council, contact local chamber of commerce, review local want ads, contact employment agencies) to identify job openings and local labor needs <input type="checkbox"/> Get a range of work experiences: explorations, job shadowing, mentoring, and internships <input type="checkbox"/> Identify community programs offering job placement or training <input type="checkbox"/> Build network of employer and community program contacts <input type="checkbox"/> Provide training to employers on issues related to employees with disabilities
<p><u>MATCHING</u> of student and job demands</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the demands and expectations of the job site (e.g. job duties, skill requirements, hours, location, transportation, wages, benefits, social skills) <input type="checkbox"/> List the supports the students needs to be successful on the job <input type="checkbox"/> Match the student’s assessment and the list of needed support to the job demands, including transportation to the job <input type="checkbox"/> Identify current gaps and needs for success <input type="checkbox"/> Identify needed natural support, job accommodations, adaptive equipment, and support services
<p>School and work based <u>TRAINING and PREPARATION</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide instruction to youth on job-seeking skills <input type="checkbox"/> Provide community-based work experiences related to career development <input type="checkbox"/> Identify potential service providers <input type="checkbox"/> Provide natural supports and accommodations <input type="checkbox"/> Provide instruction and training (pre-employment or on-the-job)
<p><u>PLACEMENT and FOLLOW ALONG</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work with employer to determine employee’s response to the job demands and identify strategies to capitalize on strengths and minimize limitations <input type="checkbox"/> Provide natural supports and accommodations <input type="checkbox"/> Monitor progress and readiness for job advancement <input type="checkbox"/> Monitor changing need for natural supports <input type="checkbox"/> Make adjustments, as needed

Planning for Education After High School

This checklist may be used by teachers and the transition team to assist planning and preparation for education for students after high school.

What Does the Student Need	Actions The High School Transition Team May Recommend
<p><u>ASSESSMENT</u> that identifies preferences, interests, needs and strengths (PINS) for post-secondary education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess student’s self-advocacy skills, academic preparation, and college bound test scores <input type="checkbox"/> Assess students’ technical skills, social skills, independent living skills <input type="checkbox"/> Interview youth regarding education setting interests and preferences-size, setting, programs (use other methods to assess interest and preferences if student is nonverbal) <input type="checkbox"/> Identify youth’s long term career goals <input type="checkbox"/> Develop a list of supports student needs to achieve post secondary education goals <input type="checkbox"/> Discuss health care issues that may impact student in post-secondary <input type="checkbox"/> Identify needed natural supports, academic or physical accommodations, and support services
<p><u>DEVELOPMENT</u> of postsecondary education options</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Visit campuses <input type="checkbox"/> Participate in college night <input type="checkbox"/> Have college students with disabilities talk to youth <input type="checkbox"/> Research colleges and universities that offer special services to students with disabilities <input type="checkbox"/> Discuss financial issues <input type="checkbox"/> Discuss preferred location of college
<p><u>MATCHING</u> of student and post-secondary education setting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the demands and expectations of the post secondary education setting-accessibility, support services availability, academic rigor, social culture, independent living setting <input type="checkbox"/> Match the student’s assessment and list of needed support to the demands of the post-secondary education setting
<p><u>PREPARATION</u> for post secondary education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide developmental academic support and course work needed <input type="checkbox"/> Assist youth with applications, interviews, and test preparation <input type="checkbox"/> Identify potential service providers <input type="checkbox"/> Develop natural supports <input type="checkbox"/> Provide self-advocacy training (pre-employment or on-the-job)
<p><u>PLACEMENT</u> and <u>FOLLOW ALONG</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor progress in the post-secondary setting <input type="checkbox"/> Monitor changing need for services <input type="checkbox"/> Advocate for changes and adjustments, as needed <input type="checkbox"/> Monitor changing need for natural supports