

Name _____ School _____
 Year: _____

Georgia Action Plan for Transition

Priority I: Building a Passion for Transition

Goal 1: Every stakeholder will demonstrate a clear understanding of transition requirements as evidenced by transition plans and completion of a transition self-study checklist

HIGH SCHOOL TRANSITION PLANNING CHECKLIST

- Career Planning Options

Does the student:

yes	no	▪ have vocational assessment information in his/her file (include interest, aptitude, situational assessment info, when appropriate)?
yes	no	▪ have a realistic career goal?
yes	no	▪ have a realistic plan to reach the goal?
yes	no	▪ have a community experiences related to the career goal?
yes	no	▪ have parental support for the career goal?
yes	no	▪ plan academic coursework?

- Employment Options

Does the student:

yes	no	▪ demonstrate a basic understanding of his/her employment options?
yes	no	▪ demonstrate the skills, aptitudes, and behaviors to reach his/her goal?
yes	no	▪ learn and practice appropriate interpersonal, communication, and social skills for different settings?
yes	no	▪ demonstrate the ability to complete W2 and/or W4 and income tax forms?
yes	no	▪ have a range of work experiences: explorations, job shadowing, mentoring internships?
yes	no	▪ have a completed resume (and updated, as needed)?
yes	no	▪ have the skills to meet the demands and expectations of the job(s) of interest?
yes	no	▪ need additional related work experience?
yes	no	▪ need assistance finding a job?
yes	no	▪ need assistance keeping a job?
yes	no	▪ Is the student willing to relocate?

- Post-secondary education

Does the student

yes	no	▪ want or need post-secondary training? ▪ what type? career tech? _____ CC _____ 4-YR _____
yes	no	▪ identify a list of supports needed to attend post-secondary school?
yes	no	▪ understand high school course requirements needed for post-secondary

		admissions?
yes	no	• participate in entrance examinations (SAT/ACT, COMPASS, ASSET, etc.)?
yes	no	• visit the campus prior to selection?
yes	no	• need assistance selecting an institution?
yes	no	• understand entrance requirements?
yes	no	• meet criteria for admissions?
yes	no	• need assistance with application procedures/financial aid forms?

Does the student

yes	no	• have the necessary self-advocacy skills to independently access available supports?
yes	no	• understand the demands and expectations of the educational setting (accessibility, availability of support services, academic rigor, social culture, independent living setting)?
yes	no	• identify natural supports, academic or physical accommodations, and support services?

• Financial Assistance/Income

Does the student

yes	no	• determine the need of financial assistance from an adult agency (MHDDAD, VR, SSI, Pell Grants, Hope Scholarship, etc.)?
yes	no	• receive SSI and understand the various programs available?
yes	no	• know how to access financial resources (SSI, Medicaid, etc.)?
yes	no	• know how to establish and live within a budget appropriate for the level of income?
yes	no	• know how to open and maintain a checking and/or savings account?
yes	no	• require ongoing assistance with financial matters?

• Community Participation

Does the student

yes	no	• demonstrate how to locate and utilize public utility companies, post offices, driver's license office, etc.?
yes	no	• utilize public shopping malls, theaters, grocery stores, etc.?
yes	no	• know how and /or where to register to vote?
yes	no	• know where to take the driving test?
yes	no	• know how and/or where to register for selective service?
yes	no	• know how to access community support services (VR, CILS, etc.)?

• Advocacy/Legal Services

Does the student

yes	no	• demonstrate an understanding of his/her rights and responsibilities as a person with a disability?
yes	no	• need ongoing advocacy support?

yes	no	<ul style="list-style-type: none"> Explore legal status about decision making one-year prior the age of majority and consider the need for guardianship.
yes	no	<ul style="list-style-type: none"> need on going guardian support?

- Leisure/Recreation
Does the student

yes	no	<ul style="list-style-type: none"> demonstrate participation in school and/or community activities?
yes	no	<ul style="list-style-type: none"> demonstrate participation in both individual and group recreational activities?
yes	no	<ul style="list-style-type: none"> demonstrate appropriate communication and social skills in a variety of recreational settings?
yes	no	<ul style="list-style-type: none"> demonstrate the ability to seek out information on leisure activities of interest?

- Transportation
Does the student

yes	no	<ul style="list-style-type: none"> use various modes of transportation available within his/her community?
yes	no	<ul style="list-style-type: none"> know how to access transportation when needed?
yes	no	<ul style="list-style-type: none"> have a driver's license?
yes	no	<ul style="list-style-type: none"> need special travel arrangements made on a regular basis?
yes	no	<ul style="list-style-type: none"> need support to meet transportation needs?

- Self-advocacy
Does the student

yes	no	<ul style="list-style-type: none"> demonstrate assertiveness with friends and adults?
yes	no	<ul style="list-style-type: none"> invite desired participants to IEP meetings?
yes	no	<ul style="list-style-type: none"> participate in IEP planning?
yes	no	<ul style="list-style-type: none"> participate in the development of long-range goals?
yes	no	<ul style="list-style-type: none"> demonstrate the skills needed to coordinate his/her own IEP meeting?
yes	no	<ul style="list-style-type: none"> express opinions and needs appropriately and effectively?
yes	no	<ul style="list-style-type: none"> demonstrate the ability to request assistance if needed?
yes	no	<ul style="list-style-type: none"> identify needed personal assistant services, and if appropriate, learn to direct and manage these services?
yes	no	<ul style="list-style-type: none"> understand and effectively express limitations and/or needs as well as strengths?
yes	no	<ul style="list-style-type: none"> have understanding of his/her needed accommodations on the job or in the school and effectively express them to disability service providers?

- Socialization/Friends
Does the student

yes	no	<ul style="list-style-type: none"> have age-appropriate friends?
yes	no	<ul style="list-style-type: none"> demonstrate different levels of personal relationships (intimate friends, acquaintances)?

yes	no	• have non-disabled friends?
yes	no	• participate in social activities with friends?

- Personal Management

Can the student

yes	no	• wake up independently in the morning?
yes	no	• use good judgment about sleep habits?
yes	no	• practice independent living skills, e.g. shopping, cooking, housekeeping?
yes	no	• manage money effectively?
yes	no	• manage time effectively?
yes	no	• perform routine household maintenance chores (dishes, cleaning, replacing light bulbs, etc.)?
yes	no	• select appropriate clothes for various settings?
yes	no	• maintain appropriate personal grooming and hygiene skills?
yes	no	• access needed natural supports, accommodations, and support services?

- Living Arrangements

Can the student

yes	no	• select a realistic and affordable living environment?
yes	no	• manage the demands and expectations of the adult living environment?
yes	no	• need support to meet the demands and expectations of the adult living environment?
yes	no	• identify potential service providers to assist the individual in meeting the demands and expectations of the adult living environment?

- Medical

Does the student

yes	no	• demonstrate what to do in emergency?
yes	no	• have medical insurance?
yes	no	• demonstrate how to file his/her insurance?
yes	no	• independently take medication?
yes	no	• make a doctor's appointment?
yes	no	• discriminate between serious and minor illnesses?
yes	no	• know how to locate emergency and other medical services?
yes	no	• explain his/her disability to medical personnel?
yes	no	• identify health care providers and become informed about sexuality and family planning issues?
yes	no	• describe family medical history and any allergies to medicine?
yes	no	• Will the student need ongoing assistance in this area?

- Insurance

Does the student

yes	no	• have auto insurance< if needed?
yes	no	• have dental insurance?
yes	no	• know how to complete and file insurance claim forms?
yes	no	• understand the various insurances available (unemployment, medical, dental, car, life, rental, etc.)?
yes	no	• Will the student need ongoing assistance in the area?

At least one year before the student graduates and/or exits the school system

- Apply for financial support programs.
- Specify desired job paid employment with supports as needed.
- Register to vote and for selective services (if male).
- Coordinate with adult service providers and ensure that appropriate referrals have been made.

Student Signature _____ Date

Parent Signature _____ Date
