

Postsecondary Transition Planning Checklist for Families

Prior to Age 12

- ☐ Help your child learn about different jobs, activities, and hobbies.
- ☐ Encourage your child to ask for help when needed.
- ☐ Practice with your child to learn how to ask for help in different situations.
- ☐ Work with your child to learn to get along with and play with others.
- ☐ Assist your child in learning how to talk about their strengths and needs.
- ☐ Begin exploring a variety of jobs with your child.
- ☐ Develop skills and routines at home to complete everyday tasks such as getting dressed, brushing teeth, making a simple meal, etc.
- ☐ Think about ways to increase your child's independence.
- ☐ Provide opportunities to see people at work in different settings.
- ☐ Teach counting and money skills, including experiences with shopping and banking.
- ☐ Help your child learn early work skills such as taking responsibility, making decisions, solving problems, planning their time, and working with others, both at home and in the community.
- ☐ Provide opportunities to make choices and decisions, solve simple problems, explore and take risks, and learn from experiences of success and failure.
- ☐ Be an active participant during Individualized Education Program (IEP) meetings (e.g., provide information about your child's strengths and needs, ask questions, etc.).
- ☐ Learn about and 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

- ☐ Talk about planning for life after high school with your child. Use the [Family Guide to Transition Planning](#) talking points.
- ☐ Speak with your child about their IEP and their IEP meetings, so they can begin to become more involved when appropriate.
- ☐ Be an active participant during IEP meetings (e.g., provide information about your child's strengths and needs, ask questions, etc.)
- ☐ Talk with your child about how they can be a part of their IEP meeting and encourage their participation (e.g., attend and listen, share their strengths and interests, talk about what helps them learn, share their goals for after high school).
- ☐ Talk with your child about their interests, desires, and goals.
- ☐ Provide your child with opportunities to explore their interests and learn about themselves.
- ☐ When your child is turning 12, work 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 your child and their teachers about ways to increase responsibility at school.
- ☐ Provide your child with opportunities to explore a wide variety of leisure activities in the community.
- ☐ Gather important documents such as your child's birth certificate, social security card, photo ID, medical information, and IEP to include in a Transition Portfolio.
- ☐ Discuss high school choices with your child, their school counselor, and other staff at their school (if appropriate).
- ☐ Attend high school fairs and explore high schools that may be a good fit for your child (if appropriate).
- ☐ Learn about and then help your child explore Career and Technical Education (CTE) and other high school options that match their career goals.
- ☐ Learn about different kinds of Work-Based Learning (WBL) opportunities that may be available.
- ☐ Develop your child's skills for learning on their own (planning their time, study skills, note-taking, etc.).
- ☐ Develop skills to increase independence, manage on their own with everyday tasks, and make their own decisions.
- ☐ Think about volunteer job opportunities in the community, babysitting opportunities, or other ways your child can develop job skills.

- ☐ Learn about the [Transition to Postsecondary Education or Training: What Parents Can Do Now.](#)
- ☐ [Set a Postsecondary Education or Training Destination and Map a Course to Get There.](#)
- ☐ Attend family workshops on Transition to learn about the process of Transition Planning.
- ☐ Help your child to understand their disability, and when/who/how to ask for assistance.
- ☐ Talk about how to obtain employment certificates/working papers with your child's school.
- ☐ Learn about and connect with 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 your child to continue to explore community and leisure activities of interest.
- ☐ Continue to be an active participant during IEP meetings (e.g., provide information about your child's strengths and needs, ask questions, etc.).
- ☐ Talk with your child about how they can be a part of their IEP meeting and encourage their participation (e.g., attend and listen, share their strengths and interests, talk about what helps them learn, share their goals for after high school).
- ☐ Work with your child and the IEP team to develop their transition plan.
- ☐ Learn about the [Transition to Postsecondary Education or Training: What Parents Can Do Now.](#)
- ☐ [Set a Postsecondary Education or Training Destination and Map a Course to Get There.](#)
- ☐ Encourage your child to take advantage of WBL experiences.
- ☐ Support your child to participate in Pre-Employment Transition Services (Pre-ETS) through ACCES-VR.
- ☐ Explore volunteering, paid work experiences, 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 your child and school staff about which graduation pathway is most appropriate for them.

- ☐ Together with your child, meet regularly with their career and/or school counselor to plan for appropriate courses and/or Regents examinations to make sure that your student is on track to graduate with the expected diploma or credential.
- ☐ Provide consent for requesting College Board accommodations.
- ☐ Have your child take the SAT or ACT with or without accommodations, when appropriate.
- ☐ Explore colleges and trade schools.
- ☐ Talk about how to obtain employment certificates/working papers with your child's school.
- ☐ Apply for employment certificate (working papers), as needed.
- ☐ Explore college, vocational, and independent living options as appropriate for your child, 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 school's Special Education Office of community agency representatives you'd like invited to your child's IEP meeting (e.g., Care Coordinator, ACCES-VR Counselor, etc.).
- ☐ Determine if your child needs 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 your child, start identifying adult health care providers by asking your child's pediatrician for recommendations.
- ☐ If you have not already, help your child access sexual education and understand changes related to puberty.
- ☐ Together with your child, create a vision of their life after leaving school or when they turn 22.
- ☐ Attend transition-related workshops, fairs, conferences, seminars, webinars, etc.
- ☐ Other: _____

Ages 17-22

- ☐ Meet with your child's school counselor to make sure that they are on track toward the expected graduation diploma and/or credential and for help with college applications as needed.
- ☐ Connect with any agencies or organizations that can provide services, training, or education following your child'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 IEP meetings (e.g., provide information about your child's strengths and needs, ask questions, etc.).
- ☐ Continue to talk with your child about how they can be a part of their IEP meeting and encourage their participation (e.g., attend and listen, share their strengths and interests, talk about what helps them learn, share their goals for after high school).
- ☐ Inform the school's Special Education Office of community agency representatives you'd like invited to your child's meeting (e.g., Care Coordinator, ACCES-VR Counselor, etc.).
- ☐ Prepare your child to discuss their disability in a college student services office and request accommodations for college classes.
- ☐ Review your child's Student Exit Summary.
- ☐ Obtain a copy of your child's Behavior Intervention Plan (BIP); if applicable.
- ☐ Get a copy of the last IEP.
- ☐ Get a copy of the last psychological evaluation.
- ☐ If applicable, assist your child with registration for selective service.
- ☐ Assist your child with obtaining a driver's permit, license, or non-driver's identification.
- ☐ Continue to practice money management and banking skills.
- ☐ If you have not already, help your child learn how to manage their medications, make appointments, and talk with health care providers.
- ☐ Discuss where your child would like to live and the possible supports they will need.
- ☐ Encourage your child 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: _____