



Transition Tools & Tips: Transition Planning Timelines and Tasks

A Note on New York State Transition Requirements for Students with a Disability:

Measurable post-secondary goals and recommendations for transition services and activities must be included in each student's Individualized Education Program (IEP) beginning no later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually. The IEP must include:

- measurable post-secondary goals in the areas of training, education, employment and, where appropriate, independent living skills. These goals must be based on age-appropriate transition assessments;
- the student's needs as they relate to transition from school to post-school activities, including the courses of study to be provided to the student to reach those goals;
- annual goals that document the knowledge/skills the student is expected to achieve that will incrementally prepare him/her to meet the post-secondary goals; and
- transition services/activities the student will need to facilitate his/her movement from school to post-school activities. Transition services are a coordinated set of activities developed for a student with a disability, designed to improve his/her academic and functional achievement in order to facilitate the student's movement from school to post-school activities. Coordinated means the Committee on Special Education (CSE) has recommended a combination of activities that will lead the student to reach his/her post-secondary goals, including instruction, related services, community experiences, development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and a functional vocational evaluation.

SOURCE: MEMORANDUM: Transition Planning and Services for Students with Disabilities, <https://goo.gl/UYyuCL>

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These checklists offer a timeline of events that may need to be considered during a student's transition process. Not all items will be applicable to all students, and these lists serve as optional planning tools. Items highlighted in blue on this planning checklist are not state mandated but are known to be best practices in transition planning.

	Action	Suggested Age Range
	Administer Age 12 Assessment (Level I)	12
	Apply for Office for People with Developmental Disabilities (OPWDD) eligibility, as appropriate	Age 12 or sooner
	Complete yearly career/vocational assessments	14-21
	Develop a career plan	12-21 (any age) & update annually
	Participate in strength-based person centered planning	12-21 (any age)
	Develop skills in self-determination and self-advocacy	12-21 (any age)
	Notify parents that transition services will be incorporated into the IEP beginning in the year in which the child turns 15	15 or earlier as appropriate
	Introduce and discuss transition services	15 or earlier as appropriate
	Assure that copies of work related documents are available: <ul style="list-style-type: none"> • Social security card • Birth certificate • Obtain working papers (if appropriate) • Obtain personal ID card 	15-17
	Obtain parental consent so that the appropriate adult agency representatives can be involved	15-21
	Develop post school outcomes with student	15 or earlier as appropriate
	Develop transition components of IEP and review and update annually	15
	Explore community leisure activities and/or Work Based Learning Opportunities	12-21
	Consider employment/volunteer experience	15-20
	Consider the need for housing/residential opportunities including completing applications, as appropriate	14-21
	Visit supportive community agencies and organizations	14-21
	Develop transportation/mobility strategies such as: <ul style="list-style-type: none"> • Independent travel skills training • Public or para-transit transportation • Needs for travel attendant • Obtaining a driver's license 	16-21
	Parents should learn about guardianship, age of majority issues, and alternatives to guardianship	15-18
	Involve Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) or New York State Commission for the Blind (NYSCB), as appropriate, within two years of school exit	16-21
	Investigate post school opportunities (further educational, career and technical training, college, military, etc.)	16-18
	Apply for college and other post school educational training programs	17-21
	Investigate SSDI/SSI/Medicaid programs	12-18
	Re-apply for SSI, as appropriate	18
	Investigate work incentives	18
	Review health insurance coverage; inform insurance company of child's disability; and investigate rider of continued eligibility	18
	Register for Selective Service (Mandatory for Males)	18
	Register to vote	18

The following tasks are broken down by each year of High School. They are recommendations to encourage students towards completing their post-secondary goals surrounding further education, employment and independent living.

FRESHMAN YEAR TASKS

- Attend your IEP/CSE meeting.
- Learn the specific nature of your disability, how it affects you in the classroom and community and how to explain it so others will understand your needs.
- Learn how to participate actively in your IEP development, especially your transition plan, which is your plan to help you achieve your goal of what you want to do after high school (i.e., education, employment).
- Learn how to advocate for yourself in developing your transition plan with your IEP team.
- Prepare academically by carefully planning your course of study. Use your course of study and your success in class to set and adjust your post-secondary goals.
- Work with your school counselor to be sure that you will have the standard and verified credits you need to obtain the desired diploma.
- Develop your academic independence by learning how to use the academic accommodations, services, and learning strategies that you will need to further your education. Explore how you learn best—visual, auditory, hands on. This will help you to “LEARN HOW TO LEARN!”
- Ask your school counselor or transition coordinator to explain the college/employment resources available in your school.
- Explore career options with your school counselor and/or visit www.careerzone.ny.gov.
- Become involved in school and/or community-based activities that interest you and that might lead to a career.
- Talk to people in various professions to find out what they like and dislike about their jobs and what kind of education is needed.
- Continue to work on independent skills.
- Learn strategies to help you access the same course work as your peers.
- Learn time management, study skills, self-advocacy skills, stress management and exam preparation strategies.
- Set up a system to organize your records and personal information. Keep disability records, health information, and various job, school and community involvement information.
- Increase organization. Use a calendar or planner to keep track of your assignments.
- Develop a career plan.
- Learn about Multiple Pathways to Graduation as well as Safety Net options.

SOPHOMORE YEAR TASKS

- Continue to actively attend and participate in your IEP transition planning with your IEP team.
- Continue taking courses to prepare you for college and employment.
- Add to your understanding and use of learning strategies to help you access the same course work as your peers.
- Participate in extracurricular activities, hobbies and work experiences.
- Identify interests, aptitudes, values and opportunities related to occupations in which you are interested.
- Meet with your school counselor and/or transition coordinator to discuss colleges and their requirements.
- Speak with college representatives who visit your high school and/or are at college fairs.
- Visit college campuses and talk to college students about their campus experiences.
- Continue to save for college and investigate funding sources.
- Investigate summer pre-college programs at www.heath.gwu.edu.
- Continue to fine-tune your time management, study skills, stress management and exam preparation strategies.
- Continue to develop self-advocacy skills. Be able to communicate your needs clearly and participate in developing positive solutions.
- Work with school counselor and IEP team to learn the requirements for the Career Development and Occupational Studies Commencement Credential (CDOS-CC).
- Review and revise career plan.

Junior Year Tasks

- Start to learn about adult services that are offered in your community.
- Continue to attend and participate in your IEP transition planning with your IEP team.
- Continue your involvement in school- and/or community-based extracurricular activities.
- Focus on matching your interests and abilities to appropriate college and career choices.
- Look for college campuses that have majors in which you might be interested in and the kind of campus community in which you would like to live.
- Identify the appropriate academic accommodations and services that you will need in the post-secondary setting and learn how to use them efficiently. (Be sure to include assistive technologies)
- Keep a current list of the academic accommodations and related services you use in high school in your personal records.
- Consider taking a course to prepare for the SAT or ACT.
- Take the SAT and/or ACT in the spring. Talk to your school counselor about setting up accommodations at least six months prior. Consider taking the tests more than once.
- Continue to fine tune your time management, study skills, stress management and exam preparation strategies.

- Learn how to advocate for yourself—not everyone will understand your disability or be sensitive to your needs. Learn when, how, and if to disclose your disability to others.
- Gather information about college programs that offer the disability services you need.
- Speak with college representatives who visit your high school and/or attend college fairs.
- Visit campuses and especially disability service providers to verify the available services and how to access them. Identify sources of information on colleges such as the web, public library and so forth.
- Consider people to ask for recommendations—teachers, counselors, employers, coaches, etc.
- Investigate the availability of financial aid from federal, state, local, and private sources.
- Investigate the availability of scholarships provided by organizations, such as corporations, labor unions, professional associations, religious organizations, universities, disability groups, credit unions, etc.
- Continue saving for college.
- Learn about the services of the ACCES-VR at <http://www.acces.nysed.gov/vr/>.
- If appropriate, invite ACCES-VR representative to attend your IEP meeting.
- Make sure that the documentation of your disability is current. Colleges usually want current testing; i.e., testing that is less than three years old when you begin college.
- College visits:
 - Visit a friend or relative at college.
 - Email or call college admission offices and disability service providers requesting a visit/appointment.
 - Be prepared when you visit colleges to write or talk about your experiences and to take placement tests.
 - Obtain information about admissions procedures and financial aid opportunities from Admission Officers.
 - Take your personal records and information with you to share with disability service providers, if appropriate.
 - Visit the Disability Office. Evaluate the services, service providers and staff.
 - Talk with college students currently receiving disability support services about their experiences.
 - Compare the various colleges and think about living in the campus community (e.g., housing, social activities, classrooms, leisure activities, athletic activities, comfort level with support service).
- If you are OPWDD eligible, work with your service coordinator to understand adult services that are available in your community.
- Review and revise career plan.

SENIOR YEAR TASKS

- Meet with your school counselor early in the year to discuss your plans.
- Continue to develop your advocacy skills and to refine study skills.
- Be as academically independent as possible to prepare for the college environment.
- Attend and participate in your IEP meeting.
- Continue to fine tune your time management, study skills, stress management and exam preparation strategies.
- Plan to visit campuses early in the year.
- Learn interview skills for college as well as employment opportunities.
- Role-play college interviews with counselors, family members and teachers.
- Understand your legal rights with regard to accommodations and modifications.
- Organize transition information so that it contains at least the following:
 - Student exit summary
 - Copies of your current psychological and educational evaluations
 - Transcripts
 - ACT and/or SAT scores
 - Current or latest IEP
 - Medical records (if appropriate)
 - A writing sample or other work samples related to your choice of major
 - A list of activities (school & non-school), awards & recognitions, employment, etc., for your college application
 - Letters of recommendation from teachers and employers, if required for admission
 - Eligibility documentation
 - Current list of academic accommodations and related services you may need in college (be sure to include assistive technologies)
- Apply to two or more of your preferred colleges—choose one that is a “reach,” one where you hope to be accepted, and one where you know you can be accepted.
- Prepare your applications carefully, paying close attention to the instructions and deadlines. Be neat. Be accurate. Keep a copy “just in case.”
- Take the ACT/SAT again, if appropriate.
- Visit the college before you accept admission.
- Apply for financial aid and scholarships
- When accepted, consider attending the pre-admission summer program (if available). It will be worth your time and ease the transition when classes start in the fall.
- Seek job opportunities in your preferred field of interest.
- Sign up for adult services in your community.
- Finalize housing/residential plans.

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