

PARENTAL CHECKLIST FOR TRANSITION PLANNING FOR THE FUTURE

The Postsecondary Transition Planning Process

Beginning no later than age 14, detailed planning for your child’s future after high school begins. While there are a number of people to assist with this planning process, YOUR involvement as a parent/guardian is key to a smooth transition for your child. This checklist may be useful to ensure that you are prepared and offers suggested steps that can be taken and resources that can be utilized throughout the process. Specific transition activities initiated and the appropriate time for them to occur should be based on the individual needs of each student. This checklist is meant to be individualized. Not all of the items listed may pertain to your child. While this is a general guideline and includes steps the school personnel should follow in designing the transition plan for each student, it is important to note that parent/guardians may have primary responsibility for some of the items included in this checklist.

Every Year
<ul style="list-style-type: none"> <input type="checkbox"/> Meet with your agency supports and school IEP team members <input type="checkbox"/> Discuss your child’s abilities and interests with all teachers, agency and service providers, therapists, etc., and how these can be utilized to reach academic, social, employment, and life goals <input type="checkbox"/> Ask about accommodations and technology available to help your child meet school, work, and other life goals <input type="checkbox"/> Use the Individualized Education Program (IEP) to create the right goals to help your child get ready for life after high school, specifically in the areas of Postsecondary Education, Employment, and Independent Living Skills <input type="checkbox"/> Build on the goals and achievements started the year before
Any Age (3-21 Years Old)
<ul style="list-style-type: none"> <input type="checkbox"/> Request that the school complete a full ETR at the next three-year evaluation (not a records review). Be sure the ETR includes updated information and data, as well as cognitive scores and adaptive behavior scores. <input type="checkbox"/> Gather various documents and have accessible including: <ul style="list-style-type: none"> • Child’s birth certificate • Child’s social security card • Medical documentation of child’s disability <input type="checkbox"/> Apply to the County Board of Developmental Disabilities <input type="checkbox"/> Apply for Social Security Benefits and Medicaid <input type="checkbox"/> Establish estate planning (Special Needs Trust) <input type="checkbox"/> Establish a STABLE account <input type="checkbox"/> Continually assess social skills, self-determination, and self-advocacy skills, both formally (at school) and informally (at home and in social settings) to determine areas of strength and need <input type="checkbox"/> Obtain a State ID and consider enrolling in LEADS under the Ohio Communication Disability Law <input type="checkbox"/> Connect with other parents in Geauga, Lake and Cuyahoga County programs, through the Educational Service Center of Western Reserve and the Ohio Parent Mentor Program, and through groups in your home district
12-14 Years Old (Prior to Age 14)
<ul style="list-style-type: none"> <input type="checkbox"/> Request that the school complete a full ETR at the next three-year evaluation (not a records review). Be sure the ETR includes updated information and data, as well as cognitive scores and adaptive behavior scores. <input type="checkbox"/> Gather various documents and have accessible including: <ul style="list-style-type: none"> • Child’s birth certificate • Child’s social security card • Medical documentation of child’s disability <input type="checkbox"/> Transition planning begins, and the transition part of the IEP should begin to be developed (Section 5 of the IEP) <input type="checkbox"/> Ensure a multidisciplinary team is established for educational and societal organizations. Parents/guardians are important members of the team. <input type="checkbox"/> Identify student’s: preferences, interests, needs/challenges, strengths, and postsecondary goals <input type="checkbox"/> Allow for the student to voice interests so that support and activities for them can be set up <input type="checkbox"/> Consider sexual development and need for education

14-15 Years Old

<p>General Items / Services / Health</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the transitioning of medical care <input type="checkbox"/> Start exploring options for adult medical care, i.e., Primary Care Physician, mental health services, etc. <input type="checkbox"/> Explore other behavioral health needs (counseling, behavior support, etc.) <input type="checkbox"/> Evaluate your child’s ability to manage personal health care <input type="checkbox"/> Consider sexual development and need for education, medical attention, and possible contraception <input type="checkbox"/> For females: gynecological visit <input type="checkbox"/> If needed, create an Individual Health Plan with your child’s doctor and school nurse <input type="checkbox"/> At this age, the Vocational Rehabilitation (VR) process begins and can include coordination with the state VR agency: Opportunities for Ohioans with Disabilities (OOD). This can begin as early as age 14, depending on vocational need, and would preferably begin no later than 2 years prior to exiting high school. <input type="checkbox"/> Connect with other parents in Geauga, Lake and Cuyahoga County programs, through the Educational Service Center of Western Reserve and the Ohio Parent Mentor Program, and through groups in your home district <input type="checkbox"/> Continue to explore and complete tasks from previous years as needed
<p>Education / Training / Post School Options</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with your school’s transition coordinator/IEP team to develop an academic plan in conjunction with the IEP to achieve those goals <input type="checkbox"/> Start to talk about/determine at what age your child might graduate (students can stay in school until the age of 22 per the decision of the IEP team) <input type="checkbox"/> Explore options within your home school district: career centers, work study, college credit classes, specialized programs, etc. <input type="checkbox"/> Talk with your school and/or agency supporters about your child’s interests and what they might want to study after high school <input type="checkbox"/> Study websites to learn about training, technical schools, college programs, and classes where your child can explore an interest or hobby <input type="checkbox"/> Explore activities and courses your child might be eligible for or would benefit from participating in <input type="checkbox"/> Based on your child’s disability, discuss accommodations and/or assistive technology that might help your child learn in transition activities
<p>Employment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide career awareness and exploration at school and in community <input type="checkbox"/> Learn about programs at the local career center. If your child is interested, request a visit. <input type="checkbox"/> Explore any options your child may participate in including community-based work experiences, job shadowing, and/or volunteer experiences <input type="checkbox"/> Start keeping a job placement file with a list of the names, email addresses, and phone numbers of people who can be references for your child in regards to job training opportunities. Also, start keeping a list with a description of acquired skills, work history and community experiences.
<p>Community / Independent Living</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for your child to practice self-advocacy skills. This will be an ongoing process throughout the transition process. <input type="checkbox"/> Join an activity at your school, community, or place of worship <input type="checkbox"/> Have your child practice asking for what they need during your IEP and other meetings <input type="checkbox"/> Begin to explore certified transportation training options at your child’s IEP meeting <input type="checkbox"/> Start to develop mobility/travel safety skills



15-16 Years Old

General Items / Services / Health	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain state ID for your child from the Department of Motor Vehicle’s Deputy Registrar Office <input type="checkbox"/> Sign release of information enabling school to contact the County Board of Developmental Disabilities on behalf of your child <input type="checkbox"/> Be sure that your child has been referred to the County Board of Developmental Disabilities Intake department to determine eligibility. The Ohio Eligibility Determination Instrument (OEDI) is completed at age 16 to allow county board services to continue. This is the responsibility of the parent to complete this task. The school can also refer a student but the parent ultimately has to make sure the intake process is completed. <input type="checkbox"/> If / when Ohio Eligibility Determination Instrument (OEDI) is scheduled to be administered, invite school staff and others that may provide valuable input <input type="checkbox"/> At this age, the Vocational Rehabilitation (VR) process begins and can include coordination with the state VR agency: Opportunities for Ohioans with Disabilities (OOD). This can begin as early as age 14, depending on vocational need, and would preferably begin no later than 2 years prior to exiting high school. <input type="checkbox"/> If County Board of Developmental Disabilities determines the student is eligible for continued services, invite your County Board of Developmental Disabilities Service and Support Administrator (SSA) to attend an IEP meeting. If the school invites the CBDD, the family must give permission for the SSA to attend. <input type="checkbox"/> If applicable, invite adult services providers to be included in the IEP team. The County Board of Developmental Disabilities and Opportunities for Ohioans with Disabilities (OOD) should participate in all transition and IEP meetings for your child. <input type="checkbox"/> Share your post-school goals with IEP team and assist in developing transition goals related to education, training, and independent living <input type="checkbox"/> Continue to explore and complete tasks from previous years as needed
Education / Training / Post School Options	<ul style="list-style-type: none"> <input type="checkbox"/> Visit technical schools or certificate programs your child may be interested in <input type="checkbox"/> If your child shows interest in a vocational program for after high school, discuss what accommodations are offered and how they would relate to your child’s needs <input type="checkbox"/> If your child might choose college, discuss needed tests and talk to the school’s guidance counselor to talk about colleges and your child’s plan for applying
Employment	<ul style="list-style-type: none"> <input type="checkbox"/> Whenever possible, provide training in communication, self-care, mobility, independent living, and recreation skills in the context of job training activities <input type="checkbox"/> Practice filling out job applications and answering questions an employer might ask with your child. This can be done at home and at school. <input type="checkbox"/> Ask your school if a Career Assessment is recommended or should be completed on your child <input type="checkbox"/> Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in the areas of your child’s interest. Your school can help provide references for this experience during school and during the summer. <input type="checkbox"/> Explore summer job/volunteer opportunities
Community / Independent Living	<ul style="list-style-type: none"> <input type="checkbox"/> Join an activity at your school, community, or place of worship <input type="checkbox"/> Talk with your school and agency supporters about the possibility of funding through Medicaid waivers <input type="checkbox"/> Keep a list of child’s medical conditions and physicians. Be able to describe health needs/medicines. <input type="checkbox"/> Find out about adult agencies that can help you prepare for independent living <input type="checkbox"/> Keep copies of your medical, education, and government papers to have ready when you need them <input type="checkbox"/> Teach child to learn the differences between wants and needs, and how to manage their income <input type="checkbox"/> Explore special needs driving programs (i.e., Heights Driving School, University Hospitals (Geauga), etc.)



16-17 Years Old

<p>General Items / Services / Health</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm child’s eligibility for adult services from your County Board of Developmental Disabilities <input type="checkbox"/> If your child qualifies for County Board of Developmental Disabilities services, they will assign a Service and Support Administrator (SSA) to your child <input type="checkbox"/> Identify the student’s intended adult outcomes for employment, continued education/training, and independent living <input type="checkbox"/> Develop a more detailed transition plan as part of the student’s IEP <input type="checkbox"/> Contact the Opportunities for Ohioans with Disabilities (OOD) to explore available employment services and supports, including summer youth opportunities <input type="checkbox"/> Evaluate the necessity of guardianship and/or power attorney (paperwork can be filed close to age of 18) <input type="checkbox"/> Contact a financial planner to discuss future planning related to assets, special needs trusts, estate planning, etc. <input type="checkbox"/> Identify responsibilities and privileges that your child has or should have at this age <input type="checkbox"/> If you haven’t done so, obtain Driver’s License or state ID for your child from the Department of Motor Vehicles <input type="checkbox"/> Review child’s transition plan in Section 5 on the IEP/current programming - revise as needed with team <input type="checkbox"/> Learn more about services that are available to the individual such as postsecondary education, employment, transportation, and adult living options available in your community <input type="checkbox"/> If appropriate, apply for an RTA Discounted Fare Pass, Travel Training, or Paratransit <input type="checkbox"/> Ensure documents are available: Social Security card, birth certificate, personal State ID/Driver’s License, documentation of diagnosis, and insurance cards <input type="checkbox"/> Connect with other parents through the Geauga, Lake and Cuyahoga Counties, the Educational Service Center of the Western Reserve, the Ohio Parent Mentor Program, or similar groups in your home district <input type="checkbox"/> Continue to explore and complete tasks from previous years as needed.
<p>Education / Training / Post School Options</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Refine and reevaluate postsecondary goals and start identifying an appropriate future track <input type="checkbox"/> If the goal is a vocation and/or job training, decide on the vocational/placement track and visit schools and programs to confirm placement <input type="checkbox"/> If the goal is a trade or higher education, have your child signed up for standardized tests and discuss any testing accommodations your child might need with your child’s IEP team. Ask about recommendations on how to prepare your child for the tests. <input type="checkbox"/> With the guidance of the school counselor, apply for admission to desired colleges/schools and appropriate programs, and set up visits to campuses
<p>Employment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Help your child research 5 to 10 jobs that interest your child and discuss what accommodations they may need <input type="checkbox"/> Ask adult agencies to come to your child’s IEP meetings at school to assist with job placement, training, and accommodations <input type="checkbox"/> Ask your school and agency supporters for help in arranging community-based, on-the-job training, and employment in your child’s areas of interest. They can help you with this for work during school, nights and weekends, and during the summer.
<p>Community / Independent Living</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess capacity for independent living. Talk with your child’s school and agency supporters about options for housing. <input type="checkbox"/> Learn about community and volunteer activities your child can get involved in <input type="checkbox"/> Have your child practice budgeting money and develop savings goals



17-18+ Years Old

<p>General Items / Services / Health</p>	<ul style="list-style-type: none"> <input type="checkbox"/> At age 18, the transfer of rights occurs where the student assumes the educational rights the parents had in regards to their IEP <input type="checkbox"/> If appropriate, complete Guardianship/Power of Attorney paperwork <input type="checkbox"/> Set new priorities for future goal-setting <input type="checkbox"/> Apply for Social Security Benefits (the Social Security Administration considers ONLY the individual’s income and assets at the age of 18) <input type="checkbox"/> Apply for Supplemental Security Income-Social Security (SSI) <input type="checkbox"/> Apply for Medicaid Assistance (health insurance) <input type="checkbox"/> Males should register for the draft, no matter the level of functioning <input type="checkbox"/> Register to vote <input type="checkbox"/> Review healthcare insurance coverage and continuation of benefits past age 18 <input type="checkbox"/> Gather documentation verifying disability/necessary accommodations to provide to adult service providers <input type="checkbox"/> Transition to adult medical providers <input type="checkbox"/> Determine if other adult service agencies may be appropriate: Opportunities for Ohioans with Disabilities (OOD), Alcohol, Drug Addiction and Mental Health Services Board, etc. <input type="checkbox"/> Continue to explore and complete tasks from previous years as needed
<p>Education / Training / Post School Options</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clarify expected graduation date and degree requirements and implications High School Diploma – This diploma is awarded to students who have passed required courses and exams in a number of subjects. The diploma is generally accepted for admission everywhere: 2- and 4-year colleges as well as military and trade schools. If your child has not acquired the skills identified in his/her postsecondary transition plan, or needs more time to fulfill other academic and/or IEP goals, consideration may be given to deferring graduation beyond when he/she would typically graduate. If the IEP team (including the parents and student) makes the decision to defer graduation, your child will not receive their diploma at that time. However, your child can go through a "social graduation" where they walk the stage with their peer classmates. The actual diploma will later be awarded when exiting school services (prior to age 22). General Education Development (GED) Diplomas – This diploma is awarded to students who have passed the GED exam. The GED is generally accepted by military, trade schools, and some junior/community colleges (which sometimes require additional qualifications).
<p>Employment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ask adult agencies to come to your child’s IEP meetings at school to assist with job placement, training, and accommodations <input type="checkbox"/> Ask your school and agency supporters for help in arranging community-based, on-the-job training, and employment in your child’s areas of interest. They can help you with this for work during school, nights and weekends, and during the summer. <input type="checkbox"/> Make sure you have the assistive technology your child needs before they exit high school for their job training or placement
<p>Community / Independent Living</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess capacity for independent living and options <input type="checkbox"/> Evaluate financial literacy and goals <input type="checkbox"/> Prepare individual for coming of age goals and expectations <input type="checkbox"/> Teach your child about their legal rights <input type="checkbox"/> Connect with peer groups <input type="checkbox"/> Review travel safety skills and public transportation options and determine what mode of transportation is most appropriate: <ul style="list-style-type: none"> • Public Transportation (RTA, Geauga County Transit, Laketran) • Specialized transportation (Lyft, Uber, etc.) • Medicaid transportation for medical appointments <input type="checkbox"/> Have your child practice getting around your community by taking public transportation or arranging transportation

ADDITIONAL INFORMATION:

- Transitional youth are expected to engage in activities that will prepare them for community employment as supported by the Ohio Department of Developmental Disabilities' (DODD) Employment First Rule.
- If the IEP team identifies the need for vocational rehabilitation, the youth must be referred to OOD.
- Youth not wanting vocational programming may tour adult day habilitation sites with the support of their SSA. A referral to OOD is not required to participate.
- To help pay for summer vocational, recreational, etc., support, funds may be available through the Family Home Based Services program through the County Board of Developmental Disabilities.

Notes:

For questions and further assistance, please contact:
Parent Mentor for Geauga County | 440-635-6713 | <https://www.eswr.org/ParentMentor.aspx>
For this and other Postsecondary Planning Tools and Resources, please see:
<https://www.eswr.org/PostsecondaryTransition.aspx>