



## Transition Checklist

*A Guide to Successful Planning for Transition from School to Adult Life*

## **Introduction**

Here at BCSSSD our mission is to enable each student to reach his/her full potential through academic, vocational, and therapeutic programs adapted to each student's unique needs and abilities. Each student will reach his/her full potential as a productive and self-sufficient member of the community.

People with developmental disabilities *can* lead happy, productive lives and become contributing members of society when given the chance and the proper support services. Preparing and supporting children with disabilities to successfully transition from school to adult community living and employment is one of the most important responsibilities we have.

Federal and state laws mandate transition service planning for students with "special needs" beginning at 14 years of age. The Individuals with Disabilities Education Act (IDEA), a set of federal regulations that established guidelines for the delivery of special education services, defines transition services as follows:

***A coordinated set of activities for a student, designed within an outcome-oriented process which promotes movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.***  
(Section 602.30)

Transition services are a balance of teaching everyday living skills in combination with vocational skills. The primary purpose of transition planning is to prepare students with disabilities to develop competency in each of the following three skill areas in order to proactively involve them in their communities: personal and social skills, daily living skills, and occupational and vocational skills.

A critical component of transition success is student and family involvement throughout the planning process, starting at an early age.

The information presented in this transition guide is designed to provide families with the information they need to help their family member transition from school to adult life as smoothly as possible. Change is not easy, but if the individual, his or her family, teachers, and other professionals work together as a team starting at an early age, the transition process can be successful.

At BCSSSD, we are committed to work in partnership with families and their school districts in order to provide the best services to the students entrusted to us. The checklists on the following pages will provide the steps to be taken for successful transitioning.



## Guide for Successful Transition Planning

The following checklist is to be used by both families and professionals in planning for a successful transition to adult life. Each line should be initialed to indicate the action has been discussed.

### Beginning with the IEP when the student will turn age 14, the following steps should be taken:

#### BCSSSD Staff Checklist (Initial Each Line)

- \_\_\_\_\_ Provide family with Transition Handbook.
- \_\_\_\_\_ Provide Student Interest and Skills Survey to students and parents/guardians prior to Transition Meeting.
- \_\_\_\_\_ Develop initial Transition Plan to include students strength, interests, and preferences.
- \_\_\_\_\_ Ensure plan provides for instructional vocational career exploration and prerequisite skills and provides source of information in the IEP.
- \_\_\_\_\_ Provide family with a list of applicable agencies and the services they provide.

#### Family Checklist: (Initial Each Line)

- \_\_\_\_\_ Received and reviewed Transition Handbook with the IEP Team.
- \_\_\_\_\_ Completed Student Interest and Skills Survey.
- \_\_\_\_\_ Participated in initial Transition Plan meeting conducted as part of the Annual Review Meeting (IEP).
- \_\_\_\_\_ Ensured plan provides for instructional vocational career exploration and prerequisite skills.
- \_\_\_\_\_ Initiated registration with Perform Care or other applicable agencies, as appropriate. If student is already registered, review current status.(Self refer by calling (877) 652-7824.

#### Comments:

Parent/Guardian Signature /Date \_\_\_\_\_

Student Signature/Date \_\_\_\_\_

District Signature/Title/Date \_\_\_\_\_

BCSSS Signature/Title/Date \_\_\_\_\_



**During the IEP when the student will turn age 15, the following steps should be taken:**

**BCSSSD Staff Checklist:** (Initial Each Line)

- \_\_\_\_\_ Provide and/or review the Transition Handbook with family and student as appropriate.
- \_\_\_\_\_ Provide or update Student Interest and Skills Survey to students and parents/guardians prior to Transition Meeting.
- \_\_\_\_\_ Refine/ update initial Transition Plan to include student's strength, interests and preferences.
- \_\_\_\_\_ Ensure plan provides for instructional vocational career exploration and prerequisite skills and provides source of information in the IEP.
- \_\_\_\_\_ Conduct Transition Planning as part of the Annual IEP Review and include sources for the information.
- \_\_\_\_\_ Provide and/or review list of applicable agencies and the services they provide to parents/guardians.
- \_\_\_\_\_ Provide and review with student and family the Transition Planning Portfolio.

**Family Checklist:** (Initial Each Line)

- \_\_\_\_\_ Received or reviewed Transition Handbook with the IEP Team.
- \_\_\_\_\_ Completed Student Interest and Skills Survey.
- \_\_\_\_\_ Participated in Transition Plan meeting as part of the IEP annual meeting.
- \_\_\_\_\_ Ensured plan provides for instructional vocational career exploration and prerequisite skills.
- \_\_\_\_\_ Initiated registration with Perform Care, Social Security, Division of Developmental Disabilities (DDD), if appropriate. If student is already registered, review current status.

**Comments:**

Parent/Guardian Signature /Date \_\_\_\_\_

Student Signature/Date \_\_\_\_\_

District Signature/Title/Date \_\_\_\_\_

BCSSS Signature/Title/Date \_\_\_\_\_



**During the IEP when the student will turn age 16, the following steps should be taken:**

**BCSSSD Staff Checklist:** (Initial Each Line)

- \_\_\_\_\_ Inform the parents of the importance of the guardianship process.
- \_\_\_\_\_ Confirm that parents have registered the student with Perform Care or other applicable agencies, if appropriate.
- \_\_\_\_\_ Indicate the students and family desired post school goals based upon age appropriate. Transition assessments related to training, education, employment and if appropriate independent living.
- \_\_\_\_\_ Continue to provide instructional vocational career exploration and prerequisite skills.
- \_\_\_\_\_ Document statement in IEP inter-agency linkages and responsibilities, as appropriate.
- \_\_\_\_\_ Provide information and invite to BCSSSD Transition and Resource Fair.

**Family Checklist:** (Initial Each Line)

- \_\_\_\_\_ Discussed guardianship process (when appropriate).
- \_\_\_\_\_ Confirmed registration with Perform Care or other applicable agencies, as applicable
- \_\_\_\_\_ Began to identify potential types of post-graduation programs.
- \_\_\_\_\_ Reviewed vocational training/career exploration opportunities provided by the school.
- \_\_\_\_\_ Identified inter-agency linkages and responsibilities, as appropriate.

**Comments:**

Parent/Guardian Signature /Date \_\_\_\_\_

Student Signature/Date \_\_\_\_\_

District Signature/Title/Date \_\_\_\_\_

BCSSS Signature/Title/Date \_\_\_\_\_



**During the IEP when the student will turn age 17, the following steps should be taken:**

**BCSSSD Staff Checklist** (Initial Each Line)

- \_\_\_\_\_ Evaluate fading of one-to-one staffing and initiate process as appropriate.
- \_\_\_\_\_ Provide opportunities, as appropriate, to train in natural environments (e.g., school and community-based job and volunteer placements).
- \_\_\_\_\_ Ensure Vocational Program focuses on career preparation.
- \_\_\_\_\_ Continue to assist family in identifying potential types of post-graduation programs.
- \_\_\_\_\_ Provide family with information on guardianship, if appropriate.
- \_\_\_\_\_ Provide information and invite to BCSSSD Transition and Resource Fair.
- \_\_\_\_\_ Review previous ages checklists to make sure items listed were/are addressed.

**District Guide:** (Initial Each Line)

- \_\_\_\_\_ Obtain parental consent to send referral to DVRS or for vocational assessment.
- \_\_\_\_\_ Send referral to DVRS or for vocational assessment. Date: \_\_\_\_\_

**Family Checklist:** (Initial Each Line)

- \_\_\_\_\_ Discussed appropriateness of school providing opportunities to train in natural environments (e.g., school and community-based job and volunteer placements).
- \_\_\_\_\_ Discussed how the Vocational Program focuses on career preparation.
- \_\_\_\_\_ Continued to identify and discuss potential types of post-graduation programs.
- \_\_\_\_\_ Initiated guardianship process at age 17 ½ (if appropriate).
- \_\_\_\_\_ Reviewed previous ages checklists to make sure items listed were/are addressed.

**Comments:**

Parent/Guardian Signature /Date \_\_\_\_\_

Student Signature/Date \_\_\_\_\_

District Signature/Title/Date \_\_\_\_\_

BCSSSD Signature/Title/Date \_\_\_\_\_



**During the IEP when the student will turn age 18, the following steps should be taken:**

**BCSSSD Staff Checklist:** (Initial Each Line)

- \_\_\_\_\_ Provide information or reviewed status on guardianship.
- \_\_\_\_\_ Evaluate fading of one to one staffing and initiate process as appropriate.
- \_\_\_\_\_ Provide opportunities, as appropriate, to train in natural environments (e.g., school and community-based job and volunteer placements).
- \_\_\_\_\_ Ensure Vocational Program focuses on career preparation
- \_\_\_\_\_ Ensure post-secondary education focuses on CTE/academic programs i.e. four years math, writing and computer skills.
- \_\_\_\_\_ Provide family and student with BCSSSD Transitional Program options.
- \_\_\_\_\_ Review previous ages checklists to make sure items listed were/are addressed.

**Family Checklist:** (Initial Each Line)

- \_\_\_\_\_ Reviewed information on SSI, Medicaid, Selective Service, etc. and initiated application process (if applicable).
- \_\_\_\_\_ Completed guardianship process (when appropriate).
- \_\_\_\_\_ Reviewed previous ages checklists and made sure items listed were/are addressed.

**Comments:**

Parent/Guardian Signature /Date \_\_\_\_\_

Student Signature/Date \_\_\_\_\_

District Signature/Title/Date \_\_\_\_\_

BCSSSD Signature/Title/Date \_\_\_\_\_



**During the IEP when the student will turn age 19, the following steps should be taken:**

BCSSSD Staff Checklist: (Initial Each Line)

- \_\_\_\_\_ Review status of guardianship.
- \_\_\_\_\_ Confirmation from DVRS of referral and consent, if applicable.
- \_\_\_\_\_ Provide information and invite to BCSSSD Transition and Resource Fair.
- \_\_\_\_\_ Review previous ages checklists to make sure items listed were/are addressed.

Family Checklist: (Initial Each Line)

- \_\_\_\_\_ Registered student with DDD/DVRS for vocational assessment, if applicable.
- \_\_\_\_\_ Attended BCSSSD Transition and Resource Fair.
- \_\_\_\_\_ Confirmed enrollment/registration with DDD/DVRS, if applicable.
- \_\_\_\_\_ Discussed eligibility and entitlement with DDD, if applicable.
- \_\_\_\_\_ Reviewed previous ages checklists to make sure items listed were/are addressed.

Comments:

Parent/Guardian Signature /Date \_\_\_\_\_

Student Signature/Date \_\_\_\_\_

District Signature/Title/Date \_\_\_\_\_

BCSSSD Signature/Title/Date \_\_\_\_\_





**During the IEP when the student will turn age 20, the following steps should be taken:**

**BCSSSD Staff Checklist:** (Initial Each Line)

- \_\_\_\_\_ Confirm status of guardianship.
- \_\_\_\_\_ Is the student in need of Post-Graduation Services? \_\_\_\_\_
- \_\_\_\_\_ If yes, please list: (medical, therapies, levels of support/ratios): \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ Provide information and invite to BCSSSD Transition and Resource Fair.
- \_\_\_\_\_ Provide resource information to parents with NJ Comprehensive Assessment Tool (NJCAT) worksheet available online.
- \_\_\_\_\_ Review previous ages checklists to make sure items listed were/are addressed.

**District Guide:** (Initial Each Line)

- \_\_\_\_\_ Determine who will send records to post-graduation placement.
- \_\_\_\_\_ Send checklist of available records for review to adult program, (if applicable).
- \_\_\_\_\_ Update transcripts.

**Family Checklist:** (Initial Each Line)

- \_\_\_\_\_ Attended BCSSSD Transition and Resource Fair.
- \_\_\_\_\_ Contacted Social Security Administration of funding changes pending age 21, if applicable.
- \_\_\_\_\_ Confirmed DVRS/DDD enrollment/eligibility, if applicable.
- \_\_\_\_\_ Completed the NJ Comprehensive Assessment Tool (NJCAT).
- \_\_\_\_\_ Selected a Support Coordination Agency- See website below.
- \_\_\_\_\_ Attended DVRS/DDD information sessions or workshops.
- \_\_\_\_\_ Discussed eligibility and entitlement with DDD, if applicable.
- \_\_\_\_\_ Continued to tour and identify adult vocational programs, gather information, and compare services.
- \_\_\_\_\_ Reviewed previous ages checklists to make sure items listed were/are addressed.
- \_\_\_\_\_ Became familiar with Supports Coordination Agencies. Compile a list and compare services.
- \_\_\_\_\_ Became familiar with adult service providers. Toured programs, gathered information, and compared services.

This link may be helpful for additional information regarding the transition process:

<http://rwjms.rutgers.edu/boggscenter/projects/infopeopleandfamilies.html>

**Comments:**

Parent/Guardian Signature /Date \_\_\_\_\_

Student Signature/Date \_\_\_\_\_

District Signature/Title/Date \_\_\_\_\_

BCSSS Signature/Title/Date \_\_\_\_\_



**During the IEP when the student will turn age 21, the following steps should be taken at the Summary of Performance:**

**BCSSSD Staff Checklist:** (Initial Each Line)

- \_\_\_\_\_ Provided information about the BCSSSD Transition and Resource Fair.
- \_\_\_\_\_ Provided information about graduation and final year activities.

**Family Checklist:** (Initial Each Line)

- \_\_\_\_\_ Finalized funding for DDD, if applicable.
- \_\_\_\_\_ Begin planning process with a Support Coordinator and develop an ISP/IHP.
- \_\_\_\_\_ Finalized post-21 placements (employment, continuing education, and residential).
- \_\_\_\_\_ Was Referral packet sent? \_\_\_\_\_ If yes, where? \_\_\_\_\_

**District Guide:** (Initial Each Line)

- \_\_\_\_\_ If an adult program is a recommended potential discharge site, invite adult program representative to participate in annual planning meeting.
- \_\_\_\_\_ Invited DDD/DVRS or Supports Coordinator to attend annual planning meeting.
- \_\_\_\_\_ If an adult program is a recommended potential discharge site, continue graduate transition meetings with adult program representatives, with transition goals reviewed and modified as necessary (if applicable).
- \_\_\_\_\_ Prepare transcripts.
- \_\_\_\_\_ Encouraged adult program representative to attend annual planning meeting.
- \_\_\_\_\_ Determined who will send records to post-graduation placement.

**Comments:**

Parent/Guardian Signature /Date \_\_\_\_\_

Student Signature/Date \_\_\_\_\_

District Signature/Title/Date \_\_\_\_\_

BCSSSD Signature/Title/Date \_\_\_\_\_

## Useful Terms in Special Education

**Activities of daily living (ADL)** - The instructional area that addresses the daily tasks required to get along in life. They encompass a broad range of activities including personal hygiene, preparing meals, managing household chores, etc.

**Advocate** - A person who stands up for the interests or rights of another person. A person who stands up for his or her own rights or interests is a "self-advocate."

**Alternate Living Arrangements (ALA)** - Residences in the community are provided when available for individuals who can no longer live with their families. Residences are screened, funded, and licensed by DDD. Residences may be available in many forms including apartments, duplexes, condominiums and single family homes.

**Appeal** - A request by an authorized person within the established time frames for a review of a disputed decision of the Division of Developmental Disabilities (DDD) that involves eligibility, placement, or the provision of services.

**Case Manager** - The case manager is a member of the child study team who coordinates meetings with the family and appropriate school staff members. The case manager also serves as the family's contact when there are questions regarding a child's program and services. Since your child attends BCSSSD, your child has two case managers. The District case manager and the BCSSSD case manager work in conjunction to support the student and family.

**Child Study Team** - The child study team consists of a psychologist, a learning disabilities teacher-consultant, a social worker and others from the school district working in support of the student. For preschool pupils, a speech-language specialist is also included. The team evaluates the child and meets with the family and professional staff from the school to develop the IEP and to review and revise the IEP at least annually.

**Community Integration** - Living, working, socializing with people in community environments not designated solely for people with disabilities.

**Community Services of DDD** - DDD is composed of four regions. Each region is managed by an assistant regional director who is responsible for both the community programs and the developmental centers located in their regions. Oversight of all community programs within the region is done by the Regional Administrator.

**DDD Case Management** - A DDD service for people with developmental disabilities who are eligible for services of the Division. Case managers assure that an individual has a plan of services tailored to meet his or her individual needs and abilities; finds, arranges and evaluates the needed services; and adjusts the services as the individual's needs change.

**Developmental Disability** - Any serious disability that occurs before age 22 and means that a person is going to have serious difficulties in at least three of the following areas: self-care, language, learning, mobility, self-direction and independent living. The disability has to be serious enough to require special services for life or for a long time.

**Division of Developmental Disabilities (DDD)** - A New Jersey State agency within the Department of Human Services (DHS), DDD is the lead provider of services for people with developmental disabilities. The Division offers family support, community services, case management, residential and day programs, and guardianship.

**Group Home** - A small congregate living arrangement shared by individuals who receive support, guidance, and personalized training from full-time staff.

**Guardian** - A person or agency appointed by a court to make personal decisions for a person who is incapable of making the decisions independently. Relatives, parents, friends, or certain agencies such as Bureau of Guardianship services can be appointed guardians by the courts.

**Guardianship** - A legal relationship; a method by which the law deals with the issues of mental incompetence and consent. A court determines if the person in question has complete or partial mental competence. If the court finds the person has partial competence or complete incompetence (the finding is called an adjudication), a competent person (a guardian) is empowered to give or withhold consent on behalf of the adjudicated person (the ward).

**Inclusion** - The idea that persons with developmental disabilities should be included in community places and activities, not segregated in special places like institutions.

**Individualized Education Plan (IEP)** – A formal written program plan, reviewed and revised annually to ensure the individual receives the services required based on his/her assessed needs.

**Interdisciplinary** - Characterized by a variety of disciplines that participate in the assessment, planning, and/or implementation of a person's program. There must be close interaction and integration among the disciplines to ensure that all members of the team interact to achieve team goals.

**Objective** - A specific benchmark that is observable and measurable that has to be met to achieve a goal. A goal might be to use the telephone to call home. An objective related to this goal might be to recognize the numbers 1-9.

**Occupational Therapy (OT)** - A related therapy that focuses on improving fine and gross motor skills through work, play and activities of daily living to help students become more independent in the educational environment. This service is based upon a formal evaluation.

**Outcome** - Result or end point of care or status achieved by a defined point following delivery of services.

**Physical Therapy (PT)** - A related therapy that focuses on improving gross motor skills through work, play and activities of daily living to include movement, exercise and other methods to prevent or minimize physical disability in order for students to become more independent in the educational environment. This service is based upon a formal evaluation.

**Present Levels of Academic Achievement and Functional Performance (PLAAFP)** – A summary of student's involvement and progress in educational curriculum; other educational needs; academic/functional levels and other evaluative information; strengths, interests, and preferences; and effective supports and accommodations used.

**Related Services** - Related services are services that students with educational disabilities require to benefit from their education programs. These may include the following: counseling, speech-language therapy, occupational therapy, physical therapy, transportation, as well as other appropriate services that the student needs to benefit from education as required by his/her IEP.

**Self-Directed Day Services** – Individuals with developmental disabilities have the same right to determine their quality of life as any other person. Under the New Jersey State Self-Directed Day Services initiative, individuals with disabilities together with their guardians, families and friends, can choose their own supports and design new, innovative, cost-effective living arrangements.

**Supervised Apartment** - An alternative living arrangement in which people with disabilities are monitored by staff who visit daily and often live in the same residential complex.

**Support Coordinator-** For individuals who are DDD eligible, this person takes the place of the case manager after graduation.

**Supported Employment** - Vocational option in which people with developmental disabilities work in community settings and are provided with varying levels of support by adult service agencies/organizations. Supportive employment may make use of job coaches, work groups and enclave work settings.

**Supportive Living** - An alternative living arrangement in which people live in apartments without supervision on site, but are offered needed services and on-call assistance.

**Supports** - Individuals significant to a person served and/or activities, materials, equipment, or other services designed and implemented to assist the person. Examples include instruction, training, assistive technology, and/or removal of architectural barriers.

**Team** - At a minimum, the person and the primary personnel directly involved in the participatory process of defining, refining, and meeting the person's goals. The team may also include other significant persons such as employers, family members, and/or peers, at the option of the person served and the organization.

**Transitional IHP** - An Individualized Habilitation Plan (IHP) written at least 30 days prior to transferring a person to a new living situation, including a description of how the move will be handled.

**Transition** - The process of moving from education services to adult services, including living and working in the community. Or, the period of time and the steps involved in transferring a person to a new living situation.

**Vocational Rehabilitation (VR)** - Programs operating in each state that receive federal funds authorized under the Rehabilitation Act. The goals of the Act are to train and support people with disabilities in finding and keeping jobs, preferably in competitive employment. Services provided by VR include vocational counseling and evaluation, vocational training, job placement services, and other vocationally beneficial services. To qualify for a VR program, the person's disability must be a significant functional impairment to employment and there must be reasonable expectations that the service will enhance the individual's employability. Determination of eligibility for VR is done on a case by case basis.