

# Planning For Living Independently

This checklist may be used by teachers and the transition team to assist planning and preparation for independent living for students after high school.

<b>What Does The Student Need?</b>	<b>Actions the High School Transition Team May Recommend</b>
<p><b><u>ASSESSMENT</u></b> that identifies preferences, interests, needs and strengths (PINS) for adult and independent living, including recreation and leisure</p>	<ul style="list-style-type: none"> <li>▪ Interview youth and families regarding adult and independent living interests and preferences (use other methods to assess interest and preferences if child is nonverbal)</li> <li>▪ Observe youth in independent living or recreational setting</li> <li>▪ Interview youth and family regarding medical needs</li> <li>▪ Interview youth and family regarding financial plans</li> <li>▪ Identify transportation needs and skills</li> <li>▪ Develop a list of supports student needs to be successful</li> <li>▪ Identify needed natural supports, accommodations, and support services.</li> </ul>
<p><b><u>DEVELOPMENT</u></b> of adult living placement options, including recreation and leisure (not needed immediately, but for planning purposes)</p>	<ul style="list-style-type: none"> <li>▪ Analyze adult living options in local area (for example, group home, supported living homes, roommates)</li> <li>▪ Analyze locality for leisure/recreation options in the local area</li> <li>▪ Coordinate with other families and youth looking for adult living options</li> <li>▪ Provide training and education for families and youth regarding living and financial options for transition-aged youth</li> <li>▪ Analyze community for transportation options</li> </ul>
<p><b><u>MATCH</u></b> youth to adult living placement options, including leisure and recreation</p>	<ul style="list-style-type: none"> <li>▪ Analyze the demands and expectations of the adult living and community participation options</li> <li>▪ Match the student's assessment and list of supports to the demands and expectations of these options</li> </ul>
<p><b><u>TRAINING</u></b> and <b><u>PREPARATION</u></b> for adult living</p>	<ul style="list-style-type: none"> <li>▪ Provide instruction to prepare youth to enter identified adult living and community options</li> <li>▪ Identify potential service providers for needed supports and accommodations</li> <li>▪ Development natural supports</li> <li>▪ Provide opportunities to participate in the community in the identified settings</li> </ul>
<p><b><u>PLACEMENT</u></b> and <b><u>FOLLOW-ALONG</u></b></p>	<ul style="list-style-type: none"> <li>▪ Monitor progress</li> <li>▪ Monitor changing need for natural supports</li> <li>▪ Monitor changing need for services</li> <li>▪ Make adjustment, as needed</li> </ul>

# Planning for Employment

This checklist may be used by teachers and the transition team to assist planning and preparation for employment for students after high school.

What Does This Student Need?	Actions the High School Transition Team May Recommend
<p><b><u>ASSESSMENT</u></b> that identified current preferences, interests, needs and strengths for endurance for post-school employment, independent living and/or postsecondary education</p>	<ul style="list-style-type: none"> <li>▪ Interview youth regarding vocational interests and preferences (use other methods to assess nonverbal students)</li> <li>▪ Conduct situational assessment (observation in a work setting) assess endurance, strength, aptitude, social skills, interest, interactions</li> <li>▪ Conduct formal vocational evaluation by a trained evaluator</li> <li>▪ Self-assessment</li> <li>▪ Develop student’s awareness of different jobs</li> <li>▪ Discuss health care issues that may impact employment</li> </ul>
<p><b><u>DEVELOPMENT</u></b> of job and job placement options and awareness of skills needed</p>	<ul style="list-style-type: none"> <li>▪ Analyze local labor market (contact employment services for state and request information for the region, contact local vocational council, contact local chamber of commerce, review local want ads, contact employment agencies) to identify job openings and local labor needs</li> <li>▪ Get a range of work experiences: explorations, job shadowing, mentoring, and internships</li> <li>▪ Identify community programs offering job placement or training</li> <li>▪ Build network of employer and community program contacts</li> <li>▪ Provide training to employers on issues related to employees with disabilities</li> </ul>
<p><b><u>MATCHING</u></b> of student and job demands</p>	<ul style="list-style-type: none"> <li>▪ Analyze the demands and expectations of the job site (e.g. job duties, skill requirements, hours, location, transportation, wages, benefits, social skills)</li> <li>▪ List the supports the students needs to be successful on the job</li> <li>▪ Match the student’s assessment and the list of needed support to the job demands, including transportation to the job</li> <li>▪ Identify current gaps and needs for success</li> <li>▪ Identify needed natural support, job accommodations, adaptive equipment, and support services</li> </ul>
<p>School and work based <b><u>TRAINING and PREPARATION</u></b></p>	<ul style="list-style-type: none"> <li>▪ Provide instruction to youth on job-seeking skills</li> <li>▪ Provide community-based work experiences related to career development</li> <li>▪ Identify potential service providers</li> <li>▪ Provide natural supports and accommodations</li> <li>▪ Provide instruction and training (pre-employment or on-the-job)</li> </ul>
<p><b><u>PLACEMENT and FOLLOW ALONG</u></b></p>	<ul style="list-style-type: none"> <li>▪ Work with employer to determine employee’s response to the job demands and identify strategies to capitalize on strengths and minimize limitations</li> <li>▪ Provide natural supports and accommodations</li> <li>▪ Monitor progress and readiness for job advancement</li> <li>▪ Monitor changing need for natural supports</li> <li>▪ Make adjustments, as needed</li> </ul>

*Adapted from NICHCY*

# Planning for Education After High School

This checklist may be used by teachers and the transition team to assist planning and preparation for education for students after high school.

<b>What Does the Student Need</b>	<b>Actions The High School Transition Team May Recommend</b>
<p><b><u>ASSESSMENT</u></b> that identifies preferences, interests, needs and strengths (PINS) for post-secondary education</p>	<ul style="list-style-type: none"> <li>▪ Assess student’s self-advocacy skills, academic preparation, and college bound test scores</li> <li>▪ Assess students’ technical skills, social skills, independent living skills</li> <li>▪ Interview youth regarding education setting interests and preferences-size, setting, programs (use other methods to assess interest and preferences if student is nonverbal)</li> <li>▪ Identify youth’s long term career goals</li> <li>▪ Develop a list of supports student needs to achieve post secondary education goals</li> <li>▪ Discuss health care issues that may impact student in post-secondary</li> <li>▪ Identify needed natural supports, academic or physical accommodations, and support services</li> </ul>
<p><b><u>DEVELOPMENT</u></b> of postsecondary education options</p>	<ul style="list-style-type: none"> <li>▪ Visit campuses</li> <li>▪ Participate in college night</li> <li>▪ Have college students with disabilities talk to youth</li> <li>▪ Research colleges and universities that offer special services to students with disabilities</li> <li>▪ Discuss financial issues</li> <li>▪ Discuss preferred location of college</li> </ul>
<p><b><u>MATCHING</u></b> of student and post-secondary education setting</p>	<ul style="list-style-type: none"> <li>▪ Analyze the demands and expectations of the post secondary education setting-accessibility, support services availability, academic rigor, social culture, independent living setting</li> <li>▪ Match the student’s assessment and list of needed support to the demands of the post-secondary education setting</li> </ul>
<p><b><u>PREPARATION</u></b> for post secondary education</p>	<ul style="list-style-type: none"> <li>▪ Provide developmental academic support and course work needed</li> <li>▪ Assist youth with applications, interviews, and test preparation</li> <li>▪ Identify potential service providers</li> <li>▪ Develop natural supports</li> <li>▪ Provide self-advocacy training (pre-employment or on-the-job)</li> </ul>
<p><b><u>PLACEMENT</u></b> and <b><u>FOLLOW ALONG</u></b></p>	<ul style="list-style-type: none"> <li>▪ Monitor progress in the post-secondary setting</li> <li>▪ Monitor changing need for services</li> <li>▪ Advocate for changes and adjustments, as needed</li> <li>▪ Monitor changing need for natural supports</li> </ul>