



Youth Services Transition Checklist

Date _____ Student _____

School _____ Diploma Track _____

Certificate Track _____ Date of Graduation _____

Post High School Goal _____

This goal may be post secondary education, work, living and being included in the community, or any combination of the three. This also may change as each young person gets closer to adulthood based on ability, skills, desire, and dreams. However, having a goal in mind will set the stage for the remainder of this checklist.

This is a checklist of topics to be discussed with young people and parents to promote a successful transition to adult life. Whether they go on to post secondary education, begin a working career, or otherwise enter adult life many of the activities are the same but others are specific to the student’s goals. Most of these activities will be included in the Individualized Education Plan/Transition Individualized Education Plan (IEP/TIEP), some are the responsibility of the parents/guardians, and some belong to the youth. The WILL Center will endeavor to help each youth to achieve their goals and become responsible and successful adults.

Self-Care – The opportune time for youth young person to learn the self-care topics on this list vary based on individual ability. Some young people may start these activities even earlier than 13 while others may not start them until later in their teens.

- _____ Money management including budgeting, opening bank account
- _____ Time management skills
- _____ Obtain cooking skills
- _____ Obtain cleaning skills
- _____ Obtain laundry skills
- _____ Obtain appropriate hygiene skills
- _____ Obtain ability to make and keep appointments (doctor, dentist, banking, etc)
- _____ Determine needed assistive devices
- _____ Organizational skills including organizing homework, lockers, book bag, bedroom, etc.
- _____ Know your medications, dosages, and why you are taking them

Age 13 or younger

- _____ Apply for Social Security Insurance, Medicaid and waivers
- _____ Setup Special Needs Trust
- _____ Parents/Guardians learn their laws and rights.
- _____ By June 30 after completion of seventh grade, apply for the 21st Century Scholars.

Age 14

- _____ Apply for Medicaid waivers if not already applied
- _____ Meet with Youth Services Coordinator regarding goals for IEP/TIEP
- _____ Include students in setting goals for IEP/TIEP
- _____ Parent/Guardian attend every IEP/TIEP meeting
- _____ Transition Planning begins in spring of eighth grade or fall of ninth grade
- _____ Identify funding sources that benefit student (SSI, Medicaid, etc) and apply as needed
- _____ Is student on diploma or certificate track for graduation?
- _____ Find out graduation requirements (ISTEP/Pathways, Certificate)
- _____ Identify possible career options and talk to school personnel, parents, friends and family about careers.
- _____ Identify possible leisure activities
- _____ Obtain Work Permit
- _____ Parent/Guardian and student learn specific nature of disability

Age 15

- _____ Meet with Youth Services Coordinator regarding goals for IEP/TIEP
- _____ Include students in setting goals for IEP/TIEP
- _____ Parent/Guardian attend every IEP/TIEP meeting
- _____ Identify rights and responsibilities of parents/guardians and student
- _____ Learn specific nature of disability and how to explain to others
- _____ Determine class choices
- _____ Identify possible employment, recreation, further education
- _____ Gain exposure to job shadowing in areas identified as employment options (visit colleges – job shadow)
- _____ Gain knowledge on residential options, guardianship, power of attorney options
- _____ Maintain medical records and updated school psychological testing records in a folder or binder
- _____ Continue to identify possible Leisure Activities
- _____ Obtain Work Permit
- _____ Learn your disability, strengths, and begin instruction on advocating for yourself
- _____ Prepare and pass required standardized tests
- _____ Identify possible assistive technology options

Age 16

- _____ Meet with Youth Services Coordinator regarding goals for IEP/TIEP
- _____ Include students in setting goals for IEP/TIEP
- _____ Determine if student is meeting diploma or certificate requirements
- _____ Determine knowledge on residential, guardianship, power of attorney
- _____ Identify possible employment, recreation or further education needs
- _____ Driver's Education classes if appropriate
- _____ Obtain Indiana State ID card or drivers license as appropriate

- _____ Determine alternative transportation options as appropriate
- _____ Obtain Work Permit
- _____ Research accommodations on the SAT or ACT.
- _____ Apply for Vocational Rehabilitation Services
- _____ Identify possible Leisure Activities
- _____ Determine your strengths and work on what's hard for you to do
- _____ Participate in activities, hobbies
- _____ Take Preliminary Scholastic Aptitude Test (PSAT)
- _____ Volunteer

Age 17

- _____ Meet with Youth Services Coordinator regarding goals for IEP/TIEP
- _____ Include students in setting goals for IEP/TIEP
- _____ Parent/Guardian attend every IEP/TIEP meeting
- _____ Obtain graduation date
- _____ Decide on post-secondary education options
- _____ Obtain information on transfer of rights to student at age 18
- _____ Review knowledge on residential, guardianship, power of attorney, employment, recreation or further education needs
- _____ Continue with Vocational Rehabilitation Services
- _____ Prepare Resume
- _____ Obtain job interview skills
- _____ Volunteer
- _____ Determine if school psychological testing is up to date
- _____ Achieve natural support system (seek relationships with community members)
 - _____ Get to know a teller at the bank
 - _____ Get to know a grocery checkout person
 - _____ Get to know a public transportation bus driver and/or scheduler
 - _____ Get to know area police officer
 - _____ Get to know area firefighter
- _____ Make contact with college or vocational school to be sure they have support services for students with disabilities.
- _____ Take ACT or SAT tests
- _____ Review parent/guardian health insurance coverage; investigate continued eligibility
- _____ Determine post-high school living arrangements.
- _____ Ensure all adult service providers are in place.
- _____ Obtain Work Permit
- _____ Participate in Leisure Activities
- _____ Visit Colleges
- _____ Obtain knowledge of assistive technology,
- _____ Pursue career goals
- _____ Parents/youth determine if a financial payee is required, if a health care representative and advocate are needed

Age 18 or older

- _____ Meet with Youth Services Coordinator regarding goals for IEP/TIEP
- _____ Include students in IEP/TIEP meeting
- _____ Parent/Guardian Attend every IEP/TIEP meeting
- _____ Consider student leading the IEP/TIEP meeting
- _____ Obtain knowledge of Americans with Disabilities Act
- _____ Continue with Vocational Rehabilitation Services
- _____ Ensure all adult service providers are in place
- _____ Consider housing and social activities after HS
- _____ Determine Transportation Options
- _____ Participate in Leisure Activities
- _____ Volunteer
- _____ Apply for Free Application for Federal Student Aid (senior year of high school due in March)
- _____ Apply to Colleges or other post-secondary institutions
- _____ After accepted register with Disability Support Services at college, fill out Intake Form, obtain documentation guidelines for physician/psychologist of disabilities provide faculty Notification form signed by faculty to DSS office. Complete Accommodation Request Form, if necessary take skills assessment tool required by college
- _____ Register for selective service
- _____ Register to vote

NOTE: The following documents are kept in a three ring binder.

Gather for Entrance into College:

- _____ Copies of psychological and educational evaluations
- _____ Transcripts
- _____ ACT or SAT scores
- _____ Your current or latest IEP
- _____ Medical records if appropriate
- _____ Letters of recommendation from teachers and employers
- _____ Current list of academic accommodations and auxiliary aids including assistive technology

Youth Services Transition Timeline Instructions

The WILL Center will endeavor to help each youth to achieve their goals and become responsible and successful adults. Youth Services staff members are to assist the parents/guardians and students in completing this form. This task is to be done when opening a new consumer file or meeting with current parents/guardians and youth who are receiving The WILL Center's services. Each Transition Timeline should be reviewed and updated no less than quarterly by the case coordinator, parents/guardians and students. If a task has been met the date of completion should be entered on the line. If a task needs to be achieved "goal" will be written on the line and a goal written in CIL Suite (the information management system). If a task is not applicable to a consumer N/A will be entered on the line. Goals are to be used in preparation for the IEP/TIEP case conferences. The case notes will indicate how each goal will be met, progress and when completed. At inactivation a copy of the completed form will remain in the consumer file.

The initial form or an update of the form will always be tab G of each consumer file on the right hand side. Also, a current copy is to be given to the parents/guardians. The case coordinators will be using the information gathered in planning the social networking activities, collaborations, individual or systemic advocacy needs, and the parent workshops.

After the initial form or an update to the form, a separate contact note is to be written stating the initial form has been completed or that the form has been updated. On the "services" tab in CIL Suite select "transition checklist" under requested service. In this way your consumer will be counted as have the Transition Service Timeline Checklist completed and/or updated.