



# TRANSITION CHECKLIST



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The “**Transition Checklist**” is intended to be a guide for students, teachers, parents, and agency personnel to help drive the transition process for students with disabilities in an orderly and organized manner. The “**Transition Checklist**” is intended to provide suggestions and activities for each year for students grades 8 - 12, and for students ages 14 - 21. The information is organized in sequence to establish a student’s foundation for planning and to build on each previous year’s accomplishments. Recommendations and suggestions can be individualized according to need and anticipated outcomes. Some recommendations are directed for teacher initiation, others for students and parents, as well as agency personnel.

The “**Transition Checklist**” can be used as a guide for identification of IEP goals and objectives and can assist in ensuring successful preparation and planning for life after high school in a timely and effective manner.

The “**Transition Checklist**” can be kept as part of the student file, a parent’s records, or agency file. Space is available for notes, questions, and comments for the student’s team to address, as well as to check off those completed activities.

The “**Transition Checklist**” was prepared by the North Dakota Department of Public Instruction, Office of Specially Designed Services. This document may be reproduced.

## Grade 8 / Ages 13-14

\_\_\_\_\_ Introduce transition as part of the IEP meeting:  
A student's IEP must include transition services by the time he/she turns 16, the IEP must include Measurable Post-secondary Goals and Statement of Transition Service Needs. Use the student's identified interests, needs and goals to drive the IEP process in these areas:

- ✓ Education or training
- ✓ Employment and
- ✓ Independent Living Skills (where appropriate)

\_\_\_\_\_ Initiate awareness with student and family of the importance of long-range planning and discuss why it is important to think about and begin to plan for the future.

Suggested activities:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews.
- ✓ Discussion between teacher, student(s), and parents.
- ✓ Consider having older student(s) serve in the role of peer mentor.
- ✓ Functional assessments to target community, vocational, and educational interests and needs.

\_\_\_\_\_ Provide training and support for student to participate in his/her IEP meeting and invite and encourage the student to participate in the IEP meeting to the best of his/her ability.

\_\_\_\_\_ Begin discussing the importance of taking responsibility for individual health care needs.

\_\_\_\_\_ Develop abilities related to decision-making and self-determination

\_\_\_\_\_ Assist the student in exploring options for support to obtain a driver's permit/license/photo ID.

\_\_\_\_\_ Assist the student in learning and verifying his/her Social Security number.

\_\_\_\_\_ Provide information and begin discussion with student regarding his or her disability and its effects on educational needs, vocational implications, and personal learning style.

\_\_\_\_\_ Other identified needs and notes:

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## Grade 9 / Ages 14-15

- \_\_\_\_\_ Review the purpose and requirements of transition using the Transition Checklist, IEP, and/or other resources.
  - ✓ Make necessary corrections/changes.
  - ✓ Review past accomplishments.
  
- \_\_\_\_\_ At the IEP meeting:
  - ✓ Involve the student and family in attending the IEP meeting and in decision making and development of IEP goals & objectives.
  - ✓ A student's IEP must include transition services by the time he/she turns 16, the IEP must include Measurable Post-secondary Goals and Statement of Transition Service Needs. Use the student's identified interests, needs, and goals to drive the IEP process in these areas:
    - ✓ Education or Training
    - ✓ Employment and
    - ✓ Independent Living Skills (where appropriate)
  
- \_\_\_\_\_ Continue awareness with the student and family of the importance of long-range planning and discuss why it is important to think ahead and begin to plan for the future. Suggested activities:
  - ✓ Group or individual activities, projects, or reports on career planning, exploration and interests, job shadowing, employer visits, and site interviews.
  - ✓ Discussion between teacher, student(s) and parents.
  - ✓ Consider having older student(s) serve in the role of peer mentor.
  - ✓ Functional assessments to target community, vocational, and educational interests and needs.
  
- \_\_\_\_\_ Update skills student already possesses to reach his or her goals and those skills he or she needs to develop. Assess educational and personal strengths through formal or informal measures, which may include interviews with the student and parent and observations in the classroom and/or community.
  
- \_\_\_\_\_ Support a student's involvement in high school organizations and/or activities and/or community activities.
  
- \_\_\_\_\_ Assist the student in exploring options for support to obtain a driver's permit/license/photo ID.
  
- \_\_\_\_\_ Explore transportation options with the student for access to the community.
  
- \_\_\_\_\_ Help establish a work record and possible references, consider community/school and work experiences for employment, local School to Work activities, Pre-Employment Transition Services (Pre-ETS) or job shadowing.
  
- \_\_\_\_\_ Suggest to the student that he/she take introductory courses to the "world of work". Offer courses that lead to his/her career goal. These may include involvement in dual credit courses or Career and Technical Education courses.
  
- \_\_\_\_\_ Discuss graduation timelines.
  
- \_\_\_\_\_ Involve the student in developing a four-year educational plan with school guidance counselor to be CHOICE ready (post-secondary, workforce, or military) at graduation.
  
- \_\_\_\_\_ Continue to provide information and initiate discussion with student regarding his or her disability and its effect on educational needs, vocational implications, and personal learning style.

\_\_\_\_\_ Work with students and parents to transition from pediatric to adult healthcare. Ideas include scheduling appointments, answering provider's questions, keeping own records, etc.

\_\_\_\_\_ Other identified needs and notes:

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## Grade 10 / Ages 15-16

\_\_\_\_\_ Review the purpose and requirements of transition using the Transition Checklist, IEP and/or other resources.

- ✓ Review with student & parent(s).
- ✓ Make any necessary corrections.

\_\_\_\_\_ Continue dialogue with student and family of the importance of long-range planning and why it is important to carefully plan for the future. Suggested activities:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews.
- ✓ Continued discussion between teacher, student(s) and parents.
- ✓ Consider having older student(s) serve in the role of peer mentor.
- ✓ Functional assessments to target community, vocational, and educational interests, and needs.

\_\_\_\_\_ At the IEP meeting:

- ✓ Encourage/ask the student and parents to invite other team members to the IEP meeting.
- ✓ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition; By age 16, the IEP must include Measurable Post-secondary Goals and Statement of Transition Service Needs, including courses of study needed for the student to work towards meeting the Measurable Post-secondary Goals in these areas:
  - ✓ Education or training
  - ✓ Employment, and
  - ✓ Independent Living Skills (where appropriate)

- \_\_\_\_\_ Continue to prepare the student to participate and/or lead his/her IEP meeting in a meaningful way. Consider having the student lead his or her own IEP meeting by introducing team members and stating what is working well and not working well at the present time.
- \_\_\_\_\_ Assess the need for assistive technology to assist with Education, Employment, and Independent Living.
- \_\_\_\_\_ To help establish a work record and possible references, encourage part-time work experiences through student involvement in Job Service and/or Vocational Rehabilitation (VR), through school or community businesses, local School to Work activities, Pre-Employment Transition Services (Pre-ETS), or job shadowing.
- \_\_\_\_\_ Introduce self-advocacy and social skills which can be incorporated into the IEP meeting, employer sites, classroom, and social activities. Practice with student, peers, parents, and staff in simulated experiences. Provide feedback to student and praise positive actions.
- \_\_\_\_\_ Share resources with student/family to explore financial resources for persons with disabilities related to housing, economic assistance programs, personal income, and asset restrictions, if appropriate.
- \_\_\_\_\_ As a team discuss and consider supported decision making, guardianship, and/or "Transfer of Rights".
- \_\_\_\_\_ Consider transportation needs for current work and/or activities and support current training needs.
- \_\_\_\_\_ Ask guidance counselor to coordinate interest and aptitude tests (i.e.: CHOICES, COPS) for employment goals.
- \_\_\_\_\_ Meet with guidance counselor to discuss the results of testing and to understand how the results relate to career goals.
- \_\_\_\_\_ Help the student identify at least three people who might agree to be listed as references who know the student in a role other than as a family member or friend.
- \_\_\_\_\_ If interested in pursuing post-secondary education or training, the student should:
  - ✓ Begin reviewing websites and catalogs for post-secondary institutions, apprenticeships and/or related careers.
  - ✓ Attend Career and College Fairs.
  - ✓ Ask about Disability Services Office at the colleges and the accommodations available to students with disabilities.
  - ✓ Take courses that lead to your career goal; These may include dual credit courses or Career Technical Education courses.
  - ✓ Consider high school/business mentorship as part of high school coursework.
- \_\_\_\_\_ Continue to provide information and discussion with student regarding his or her disability and its effect on education needs, vocational implications, and personal learning style.
- \_\_\_\_\_ Suggest the student participate in extracurricular events, high school activities and/or community activities.
- \_\_\_\_\_ Encourage the student to talk with his/her doctor and parents about health care needs so he/she will be ready to responsibly move from pediatric to adult healthcare.

## Grade 11 / Ages 16-17

\_\_\_\_\_ Other identified needs and notes.

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\_\_\_\_\_ Review transition related activities and accomplishments quarterly using the Transition Checklist, IEP and/or other resources.

- ✓ Review with student & parent(s).
- ✓ Make any necessary corrections.

\_\_\_\_\_ Student involvement for long range planning should now be at the *exploration/implementation stage*. Suggested activities for the student include:

- ✓ Continued group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews.
- ✓ Discussion between teacher, student(s) and parents to finalize plans.
- ✓ Consider being a peer mentor to younger student(s).
- ✓ Functional assessments to target community, vocational and educational interests, and needs.

\_\_\_\_\_ At the IEP meeting:

- ✓ Encourage/ask the student and parents to invite team members to the IEP meeting.
- ✓ The teacher, student, and parents should identify and invite representatives from adult services to the meeting as appropriate based on student need (VR, Developmental Disabilities (DD), Job Service, etc.).

\_\_\_\_\_ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition. The IEP must include Measurable Post-secondary Goals and Statement of Transition Service Needs, including courses of study needed for the student to meet the Measurable Post-secondary goals in these areas:

- ✓ Education or training
- ✓ Employment, and
- ✓ Independent Living (where appropriate)

- ✓ As appropriate, work to increase student and parent participation in IEP meetings (introduce members, participation, discuss present level, goals, and objectives, seek input, facilitate IEP meeting, etc.);
- ✓ Develop the transition services (coordinated set of activities) needed to facilitate the student's movement from school to post-school activities in:
  - ✓ Post-secondary education,
  - ✓ Career and Technical Education,
  - ✓ Continuing and adult education,
  - ✓ Adult services,
  - ✓ Independent living, or
  - ✓ Community participation.

\_\_\_\_\_ Encourage and support the student in leading his/ her own IEP meeting.

\_\_\_\_\_ Continue to assess the need for assistive technology to assist with Education, Employment, and Independent Living.

\_\_\_\_\_ To help establish a work record and possible references, encourage part-time work experiences through student involvement in Job Service and/or Voc. Rehab., through school or community businesses, local School to Work activities, Pre-Employment Transition Services (Pre-ETS), or job shadowing.

\_\_\_\_\_ Help the student identify at least three people who might agree to be listed as references who know the student in a role other than as a family member or friend.

\_\_\_\_\_ Continue to discuss the need for self-advocacy/determination.

\_\_\_\_\_ Incorporate advocacy and social skills into the IEP meeting, employer sites, classroom, and social activities. Role play with the student, peers, parents, and staff in simulated

experiences. Provide feedback to the student and praise positive actions.

\_\_\_\_\_ Suggest or assist the student in completing the eligibility/application process for needed adult services (VR, DD), if not already accomplished. Establish rapport by making and keeping appointments with identified agency representatives, using Transition Checklist and IEP information.

\_\_\_\_\_ Assist the student/family in developing an alternate life and career plan and resources as a "backup" to the original plan. Identify and seek necessary supports.

\_\_\_\_\_ Support the student/family in finalizing and documenting guardianship, if appropriate.

\_\_\_\_\_ Support the student/family in drafting supported decision-making agreement(s), power of attorney, health directives, other decision-making supports, and/or finalizing and documenting guardianship, if appropriate.

\_\_\_\_\_ Finalize the Transfer of Rights with the student and parents (One year before the student turns 18).

\_\_\_\_\_ If pursuing post-secondary education, the student should:

- ✓ Visit post-secondary institutions of interest and visit the Disability Services Office to discuss appropriate accommodations.
- ✓ Arrange and prepare for the ACT or SAT (with accommodations, if necessary);
- ✓ Attend Career and College Fairs at high school and in the community.
- ✓ Take courses that lead to career goals and prepare for college. These may include dual credit or Career and Technical Education courses.

\_\_\_\_\_ Encourage the student to be able to independently discuss his or her disability and its effect on educational needs, vocational implications, and personal learning style.

\_\_\_\_\_ Other identified needs and notes:

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## Grade 12 / Ages 17-21

\_\_\_\_\_ Review transition related activities and accomplishments monthly using the Transition Checklist, IEP, and/or other resources.

- ✓ Review with student & parent(s);
- ✓ Make any necessary corrections.

\_\_\_\_\_ Student interest in long-range planning should be at the *implementation stage*. Suggested activities for the student include:

- ✓ Discussion between teacher, student, and parents to finalize career plan.
- ✓ Consider serving as a peer mentor to younger student(s).

\_\_\_\_\_ If the student remains undecided about vocational opportunities, consider:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, employer visits, job shadowing and site interviews.
- ✓ Functional assessments to target community, vocational, and educational interests, and needs.

\_\_\_\_\_ At the IEP meeting:

- ✓ Have student invite team members to the IEP meeting.
- ✓ Identify and invite representatives from adult services to the meeting as appropriate based on student need (VR, DD, Job Service, etc.).
- ✓ Encourage the student to lead his or her own IEP meeting.
- ✓ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition.
- ✓ Address and resolve any final issues or concerns regarding the implementation phase of students' measurable post-secondary goal.

- ✓ Work with student as appropriate to facilitate portions of meeting with parents or teacher using self-advocacy and social skills.
- ✓ Review all transition components of the IEP to ensure student plan is in place with supports identified as necessary. Use the students identified interests, needs and goals to drive the IEP process in these areas:
  - ✓ Education or training
  - ✓ Employment, and
  - ✓ Independent Living Skills (where appropriate)

\_\_\_\_\_ Continue to assess the need for assistive technology to assist with Education, Employment, and Independent Living.

\_\_\_\_\_ Maintain part-time work experiences in school or community with supports as needed from Vocational Rehabilitation, Job Services, or local community businesses. Remain involved in School to Work activities and Pre-Employment Transition Services (Pre-ETS).

\_\_\_\_\_ Provide opportunities to practice job interviewing skills, complete job applications and resumes, etc.

\_\_\_\_\_ Work with the student to review and finalize vocational options. The student should keep copies of high school transcripts, diploma, resume, practice applications, employer information and the IEP.

\_\_\_\_\_ Work with the student to review and complete residential options and services. Encourage the student to apply for appropriate programs regarding rent information, subsidized housing, and residential facilities.

\_\_\_\_\_ Encourage the student/family to identify and implement medical needs, medical/dental insurance, health care providers, medical assistance, mental health services, personal care attendant, adaptive equipment, etc.

\_\_\_\_\_ Work with the student/family to develop a long-term financial support plan to include income support, banking needs, social security income, and medical assistance.

\_\_\_\_\_ Prior to the student's exit from secondary school, provide the student with a Summary of Performance (SOP), which shall also include recommendations on how to assist the student in meeting his/her Measurable Post-secondary Goals.

\_\_\_\_\_ Make available advocacy/support services.

\_\_\_\_\_ Encourage the student/family to complete eligibility/application process for needed adult services and support, if not already accomplished. Establish rapport by making and keeping appointments with identified agency representatives.

- \_\_\_\_\_ If pursuing post-secondary education, the student should:
- ✓ Visit post-secondary institution of interest and staff from the Disability Service Office for introduction, tour, identification of assistance, assistive technology, etc.
  - ✓ Complete all applications for Student Aid by mid-year of exiting.
  - ✓ Request high school send a full transcript to post-secondary institution where you have been accepted.
  - ✓ Be able to access Social Security card, picture ID/Driver's license, voter registration and birth certificate.
  - ✓ If not done as a junior, take the ACT or SAT (with accommodations, as necessary) for admission, placement, and/or scholarship awards.
  - ✓ Take courses that lead to career goals and prepare for college. These may include dual credit or Career and Technical Education courses.
  - ✓ Identify, select, and apply for post-secondary schools or other training programs.

- \_\_\_\_\_ If seeking employment, the student should -
- ✓ Follow up with leads at Job Services, online/newspaper classified ads, and personal contacts.
  - ✓ Discuss positive work habits and social skill behaviors.
  - ✓ Use agency assistance, if available or necessary.
  - ✓ Have sample employment cover letters, references, applications, and resumes.
  - ✓ Define employment needs and practice job seeking skills, work habits, interview questions and responses, appropriate dress, grooming, etc.

\_\_\_\_\_ Ensure the student has identified at least three people who agree to be listed as references who know the student in a role other than as a family member or friend.

\_\_\_\_\_ Maintain advocacy and social skills at the IEP meeting, employer sites, classroom, and social activities. Continue role playing with student, peers, parents, and staff in simulated experiences, if necessary. Provide feedback to student and praise positive actions.

\_\_\_\_\_ Discuss the continued need for self-advocacy/determination.

\_\_\_\_\_ Encourage the student to be able to independently discuss his or her disability and its effect on educational needs, vocational implications, and personal learning style.

\_\_\_\_\_ Remind the student to register for Selective Service (male students).

\_\_\_\_\_ Suggest the student apply for SSI and Medicaid, if applicable.

\_\_\_\_\_ Prior to turning 18, the student/family may prepare documents related to power of attorney for health care, power of financial attorney and medical directives, if necessary.

\_\_\_\_\_ Other identified needs and notes:

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