

Transition Planning Tool



About the Family & Educator Partnership

The Family & Educator Partnership (FEP) promotes positive partnerships between parents and educators through teaching, mentoring and facilitating partnerships.

FEP Coordinators are parents of children with special needs, so they share a unique perspective with the families they serve. To find a list of FEP coordinators, subscribe to the FEP email list and learn more about FEP services, visit www.heartlandaea.org/families/fep.

Meet Your Coordinator

If you don't have Internet access, call (515) 270-9030 and ask for the FEP Coordinator who serves your district.

Workshops and Events

We offer workshops and events that provide information and learning opportunities for families and our education and community partners.

Online Videos/Presentations

News and Event Information

Top Ten Tips

1. **Start Early**

Once your child leaves the school system, supports and services can be difficult to access. It is critical to plan for transition well before graduation.

2. **Continuum**

Pages are designated by age, but some students may need more time to master skills or may be ready to move to the next page early.

3. **Waiting Lists**

Apply for agency services, waivers, housing, etc. early as many have long waiting lists.

4. **Involve the Student**

Promote independence and build on strengths. Some students may need extra assistance, so it's important for the parent or guardian to assist when needed.

5. **Network**

Create support systems for the parent and student. Connect with other parents, team members, community supports and your FEP Coordinator.

6. **Learn All You Can**

Build on knowledge and skills through research and attending workshops and conferences.

7. **Keep Current**

Keep current as services and supports change frequently.

8. **Ask Questions**

Know what's available, who to contact and how to get needed services.

9. **Expect Success**

High expectations lead to greater outcomes!

10. **Reach Out**

Contact your FEP Coordinator for support and information to help you with the transition process.

Questions to Consider During Transition Planning

Self-Determination

- How do I make decisions and use community resources?
- How do I talk about my disability and what I need for support?
- What are my goals and what is my plan to reach them?

Learning

- What kind of work am I interested in?
- What work skills do I have or need to develop?
- Am I going to college, vocational school or other training?

Living

- Where will I live and what supports will I need?
- What independent living skills do I have or need to develop?
- What social and recreational activities do I enjoy?

Working

- What kind of job would I like?
- What work skills do I have or need to develop?
- What supports do I need?

10-13 Year Old Students

Self-Determination

- Know your disability and how it impacts your daily life.
- Explain what assistance you need in school and in the community.
- Know what an IEP meeting is and attend, if possible.

Living

- Be aware of your healthcare and medication needs.
- Engage in extracurricular/community opportunities.
- Learn about and access community and county resources (Dept. of Human Services, waivers, transportation, etc.).
- Learn and practice appropriate interpersonal and communication skills for different settings (employment, school, recreation, with friends, etc.).
- Be able to communicate information when appropriate (name, phone number, etc.).
- Begin learning skills necessary for independent living.

Learning

- Develop time management and organizational skills.
- Describe what classes you enjoy.
- Explain your likes and dislikes in and out of school.
- Demonstrate problem-solving strategies and decision making skills.
- Identify your learning style.

Working

- Complete chores at home.
- Begin to develop employability skills (be on time, follow directions, finish what you start).
- Explore and discuss what you want to do in the future (dreams/vision).
- Engage in community service/volunteering to begin developing your career portfolio.
- Demonstrate the ability to make choices/develop decision-making strategies.

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Learning

- What kind of work am I interested in?
- What work skills do I have or need to develop?
- Am I going to college, vocational school or other training?

Living

- Where will I live and what supports will I need?
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- What social and recreational activities do I enjoy?

Working

- What kind of job would I like?
- What work skills do I have or need to develop?
- What supports do I need?

14-16 Year Old Students

Self-Determination

- Know your disability and be able to communicate your interests, preferences and needs in school and in the community.
- Describe what accommodations you need and how they help you.
- Participate at your IEP meeting, discussing how you learn best, your likes, dislikes and dreams. Be prepared to discuss assistive technology, healthcare, transportation, etc. Invite service providers and/or other staff.
- Participate in assessments and understand how the results relate to your transition plan and post-secondary goals.

Living

- Understand your healthcare and medication needs.
- Continue to engage in school and community opportunities (sports, clubs, volunteering, faith-based activities, youth groups, etc.).
- Access community and county resources (Dept. of Human Services, waivers, transportation, etc.).
- Understand healthy lifestyle choices (friendships, nutrition, exercise, etc.) and recognize high-risk behaviors.
- Identify interests, options and supports for future living arrangements.
- Acquire driver's permit/identification card.
- Improve communication skills.
- Continue to develop independent living skills (budgeting, cooking and housekeeping).

Learning

- Demonstrate time/money management skills.
- Know high school class requirements and program options to develop your course of study.
- Begin post-school planning (further education vs. employment). Explore opportunities and admission criteria for post-secondary education or programs (college, training program, supported employment, military, etc.).
- Match interests and skills with vocational course work and community work experience.
- Take assessments and tests (SAT, ACT or Compass with or without accommodations and begin developing Support for Accommodation Request/SAR).
- Investigate post-school funding sources (scholarships, programs, agencies, etc.).
- Know your learning style and the necessary supports and accommodations you need.

Working

- Explore career options. Participate in job shadowing and situational assessments.
- Continue development of career portfolio (resume, assessments, work/volunteer history, work samples, etc.).
- Begin to set your post-high school goals.
- Identify and explore sources of potential employment, including summer work experience.
- Understand and demonstrate employability skills.
- Evaluate future financial needs and how these relate to career choices.
- Understand private/government resources for employment and explore benefits planning.

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Learning

- What kind of work am I interested in?
- What work skills do I have or need to develop?
- Am I going to college, vocational school or other training?

Living

- Where will I live and what supports will I need?
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Working

- What kind of job would I like?
- What work skills do I have or need to develop?
- What supports do I need?

17 Year Old Students - Graduation

Self-Determination

- Independently identify and communicate needed accommodations and supports in school, home and community.
- Develop interview skills and identify necessary accommodations in post-secondary and work environments.
- Continue participating at your IEP meeting to help develop your IEP goals.
- Further develop self-advocacy skills and direct your services.
- Understand adult rights and responsibilities, assuming those rights at age 18. (Guardianship or conservatorship may need to be considered for some students.)

Living

- Begin assuming responsibility for health care needs (making appointments, filling prescriptions, arranging for transportation, etc.).
- Continue to engage in school and community opportunities.
- Secure adult supports, community and county resources (Dept. of Human Services, waivers – before age 18, transportation, etc.).
- Apply for financial support programs such as SSI, Voc Rehab, etc. (Estate planning and/or special needs trusts may need to be considered for some students.)
- Follow healthy lifestyle choices and avoid high-risk behaviors.
- Maintain and practice independent living skills.
- Plan living arrangements and community connections.
- At age 18, register to vote and, if male, for selective service.

Learning

- Develop financial literacy skills.
- Determine if you are continuing your education after high school.
- Finalize post-secondary education/ training plan, including documentation.
- Visit and apply for post-secondary education or program you are interested in (college, training program, supported employment, military, etc.).
- Contact and coordinate college disability services to determine needed documentation and supports (Complete Support for Accommodation Request/SAR).
- Apply for post-school funding sources (scholarships, programs, agencies, etc.).
- Understand entitlement vs. eligibility issues for post-secondary education and adult services.

Working

- Continue development of career portfolio, include resume and updates to all documents.
- Begin narrowing job selections to jobs that interest you.
- Know the accommodations and supports you need for employment and how to ask for them.
- Discuss what additional training/skills are needed to continue or enhance employment.
- Develop and master employability skills for employment and/or volunteer position sustainability.
- Engage in competitive employment and/or volunteer work.
- Make use of private/government resources you qualify for in regard to employment and benefits planning.

Online Resources

Determination

Self-Determination

www.tinyurl.com/SDModule-Guide

Assistive Technology

www.tinyurl.com/FamilyATGuide
www.ataprog.org

Benefits & Financial Planning

www.ssa.gov
www.benefits.gov
www.guardianship.org
www.dhs.iowa.gov/mhds/disability-services

SSI & SSDI Work Incentives

www.ssa.gov/disabilityresearch/wi/generalinfo.htm

Resources That Support Multiple Areas

www.heartlandaea.org
www.tinyurl.com/TrAssessment
www.pacer.org
www.dol.gov/agencies/odep/topics
www.iowacompass.org
www.iowalegalaid.org

Living

Independent Living

www.iowasilc.org
www.caseylifeskills.org

Volunteering

getconnected.volunteeriowa.org
www.americorps.gov

Recreation & Leisure

www.courageleaguesports.com
www.bestbuddies.org
www.ymca.net
www.specialolympics.org
www.soiowa.org

Learning

Preparing for College

www.icansucceed.org
www.going2college.org
www.youthhood.org
www2.ed.gov/about/offices/list/ocr/transition.html

Preparing for Career & Technical Education

www.myfuture.com
www.jobcorps.gov
www.knowhow2go.org

Working

Employment

www.ivrs.iowa.gov
www.iowaworkforce.org
www.iowajobs.org
www.askjan.org
www.dol.gov/odep
www.monster.com

Career Interests & Occupational Information

www.bls.gov/k12
www.ncwd-youth.info
www.careeronestop.org