

Transition IEP Goals, Objectives and Services Checklist

This checklist was designed by the Connecticut Transition Task Force to assist Planning and Placement Team (PPT) members to determine if transition goals, objectives and services have been developed in a coordinated, measurable, sequential and age-appropriate manner. District personnel may find it helpful to use this tool during PPT meetings following the student's 15th birthday where transition services are being discussed. This checklist will document the thoughtful process that the PPT used to identify individual transition goals and objectives.

Within each of the four outcome areas, check all activities that have been considered in the development of the student's transition goals and objectives. Check "Not Applicable" if specific goals are not appropriate in any of the four outcome areas.

Post Secondary Education

Does the student's IEP include consideration of:

- Enrollment in College Preparatory courses;
- Accommodations to meet general education course requirements;
- Minimizing or eliminating curriculum modifications over four years of high school;
- Teaching of learning strategies that are appropriate to student needs and include study skills, time management and organizational skills;
- Participation in college entrance examinations, with appropriate accommodations;
- Exploration of a variety of college choices to ensure that there is an appropriate match and that support services are available to meet the needs of the student;
- Obtaining financial aid and/or scholarships;
- Teaching self-advocacy skills so the student can articulate learning strengths and weaknesses and share information with others;
- Development of postsecondary education goals and objectives that includes student/family input;
- Development of social skills;
- Linkages to state agencies/community resources, if appropriate;
- Utilization of Assistive Technology, if appropriate.

Employment

Does the student's IEP include consideration of:

- Enrollment in the highest level of academic coursework to ensure students are gaining the skills to advance to the best career opportunities;
- Supporting and enhancing the skills required to be successful in a variety of employment settings through school curricula;
- Enrollment in coursework to enhance skill development in technologies (business, computers);
- Sequencing of employment curricula from career awareness to career exploration to specific skills training that matches interests and preferences;
- Movement of career training experiences from in-school to community-based settings;
- Exposure to appropriate workplace behaviors (task persistence, punctuality, effective communication);
- Workplace accommodations, if appropriate;
- Teaching self-advocacy skills so the student can articulate learning strengths and weaknesses and share information with others;
- Development of employment goals and objectives that includes student/family input;
- Development of social skills;
- Linkages to state agencies/community resources, if appropriate;
- Utilization of Assistive Technology, if appropriate.

Independent Living

Does the student's IEP include consideration of:

- Enrollment in curricula that addresses:
 - Personal/legal advocacy;
 - Personal Finance Management;
 - Household selection and management;
 - Daily Living skills;
 - Family Planning/Sex Education;
 - Nutrition;
 - Consumer Skills;
 - Personal and health insurance;
 - Managing individual health care and medical needs in all environments;
- Providing skills training in a community-based setting, if appropriate;
- Participation of all appropriate pupil personnel and general education staff who could support the student in independent living skills development;
- Teaching self-advocacy skills so the student can articulate learning strengths and weaknesses and share information with others;
- Development of independent living goals and objectives that includes student/family input;
- Development of social skills;
- Linkages to state agencies/community resources, if appropriate;
- Utilization of Assistive Technology, if appropriate.

Community Participation

Does the student's IEP include consideration of:

- Participation in extracurricular activities (clubs, sports);
- Use of transportation options: independent, public, specialized;
- Need for travel training;
- Participation in community recreation/leisure activities;
- Strengthening of friendships/relationships;
- Voting and citizenship;
- Inclusion in social groups/clubs;
- Volunteering;
- Providing skills training in a community-based setting, if appropriate;
- Teaching self-advocacy skills so the student can articulate learning strengths and weaknesses and share information with others;
- Development of community participation goals and objectives that includes student/family input;
- Development of social skills;
- Linkages to state agencies/community resources, if appropriate;
- Utilization of Assistive Technology, if appropriate.