**Checklist for Planning Transition Assessment**

 Review your plan regarding what additional information you need to help your student plan his or her transition from school to adult life. The next step is to gather this information, primarily through informal assessments, so that the student has the knowledge needed to make choices and set goals. This information is also useful in developing IEP goals and objectives that will help the student achieve his or her post-secondary outcome goals. Below are questions to consider for each area of transition and methods to consider in obtaining the information. If you have specific questions or need help finding a good way to assess your student, please let us know.

**Education**

If your student is planning to attend post-secondary education, consider the following in developing transition goals:

1. Do they have an idea of what they want to study and where they want to go?
2. Do they have knowledge of financial aide and application deadlines?
3. Do they know requirements of getting into the institution of their choice?
4. Do they have the skills it takes to be successful in college?
5. Do they know the kind of supports (or accommodations) they will need to be successful in college?
6. If on IEP, can they accurately state their disability, their strengths and limitations?

If your student is not planning to attend post-secondary education, consider the following in developing transition goals:

1. Do they have specific career plans that will involve continuing education?
2. Do they have leisure interests that would result in continuing education classes?
3. Do they need adult basic education (reading, math, writing)?
4. Do they need functional life skills training?
5. If on IEP, can they accurately state their disability, their strengths and limitations?

**Employment**

Consider the following:

1. Do they have specific career interests or areas of interest they can explore?
2. Do they know the qualities they would like in a job?
3. Do they know the educational requirements of careers of interest?
4. Do they have basic employability skills (responsibility, reliability, social skills, communication, etc.)?