

Student Name: _____ **Grade:** _____ **Age:** _____ **SAS ID #** _____

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.

Postsecondary Education **Not Applicable** ☐

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 **Not Applicable** ☐

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	Not Applicable <input type="checkbox"/>
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	Not Applicable <input type="checkbox"/>
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.