

Transition Planning Checklist

Prepare for education employment and independent living after high school

Student-centered planning

- Invite and prepare the student to participate meaningfully.
- Use age-appropriate transition assessments.
- Identify strengths, preferences, interests, and support needs.
- Develop measurable postsecondary goals for education or training, employment, and independent living when appropriate.
- Connect annual IEP goals and courses of study to postsecondary goals.

Plan experiences and connections

- Career exploration, job sampling, internships, or work-based learning.
- Self-advocacy and disability-awareness skills.
- Daily living, transportation, money, health, and community access skills as needed.
- College or training-program research and accommodation processes.
- Agency connections with consent, when appropriate.
- A current résumé, portfolio, identification, and benefits or service records.

My transition priorities

Area	Goal after high school	Skill or experience needed this year	Who can help
Education or training			
Employment			
Independent living			
Community participation			

IDEA requires transition planning to begin no later than the first IEP in effect when the student turns 16, or younger if the IEP team determines it appropriate; some states begin earlier.

Important: This educational resource provides general information and is not legal advice or legal representation. Special education procedures and timelines may vary by state. Review your state safeguards and consult a qualified professional about your circumstances.

Primary reference: Individuals with Disabilities Education Act regulations, 34 CFR Part 300, and U.S. Department of Education IDEA resources at sites.ed.gov/idea.