

This checklist includes important steps along the path to adulthood. This list may be helpful for students, parents, teachers and service providers as they plan for transition. The student’s skills, interests and needs will help determine which items on the checklist should be considered.

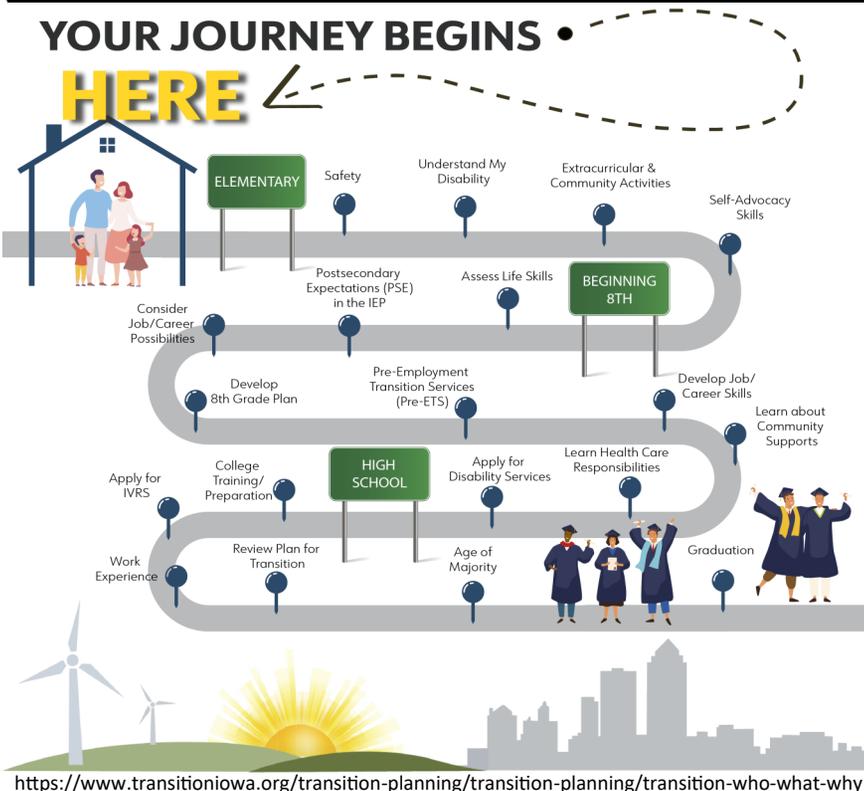
Activities may occur in regular classes, through the Individualized Education Program (IEP), at home or in the community. Resources to support the activities are included.

## Elementary Through High School

Review this list to identify the next steps for helping youth develop needed skills across time through activities intended for their age and ability.

When (suggested timeframe)	Who is involved	What/ Activity& Outcome	Why/ Skills	Who to Consider	Related Resource/ How
Elementary, middle and high school	Student with parents and school staff support	<b>Safety</b> Student learns and practices what to do to be safe in the community, online and in an emergency.	The student can share personal information such as name, address, phone and emergency contact; understands “stranger danger” and can call 911, etc.	All students	<a href="#">CyberDisclosure For Youth With Disabilities</a>  <a href="#">Individuals with Disabilities</a>
Elementary, middle and high school.	Student, parents and school staff	<b>Understand Disability</b> Student learns about his or her disability.	Parents and school staff support learning. The goal is for the student to be able to explain their disability and supports they need. to help learn, work and to be an active in their community.	All students with disabilities	<a href="#">How to Help Kids Talk About Learning Disabilities (LD)</a>  <a href="#">Talking to Your Child About His or Her Disability</a>
Elementary, middle and high school	Student with parents and school staff support	<b>Extracurricular and Community Activities</b> Student joins in school sponsored and community activities.	The student learns to work with others, follow directions, leadership skills and makes friends.	All students	<a href="#">Extracurricular Activities for Kids With Special Need</a>

When (suggested timeframe)	Who is involved	What/ Activity& Outcome	Why/ Skills	Who to Consider	Related Resource/ How
Elementary, middle and high school	Student with parents and school staff	<b>Self-Advocacy</b> Student learns and builds self-advocacy skills.	The student is able to share interests, preferences and needs. These skills will help the student be a part of planning and decision making, including their IEP. A self-advocacy skills goal could be included as an IEP goal.	All students with disabilities	<a href="#">Best Practices in Self-advocacy Skill Building</a>



**Related Resources**

- Transition Planning Checklist: Beginning 8th Grade
- Transition Planning Checklist: Beginning High School
- [WWW.TRANSITIONIOWA.ORG](http://WWW.TRANSITIONIOWA.ORG)

Compiled with information from The Transition Resource Guide- the Iowa Family and Educator Partnership (FEP) and licensed under a Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License. Prairie Lakes Junior/ Senior Checklist



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