

# College Countdown Transition Checklist

A checklist with timelines is a very useful tool for all students planning for postsecondary education. This checklist for special education students can also serve as an ongoing transition assessment. For any item addressed by the school system or outside agency, indicate the **year(s)** it was provided to the student on the line in front of the item.

Remember, the student and parents are not to be made responsible for providing any services or activities in transition planning. The school system is responsible for providing the services and activities deemed appropriate for a student which the school has the ability to provide. The school system is also responsible for providing referrals to appropriate outside agencies, but is not responsible for students or parents not taking advantage of the referral.

Student \_\_\_\_\_

## PRE-HIGH SCHOOL

- \_\_\_\_\_ Remediate and/or compensate for basic skill deficits.
- \_\_\_\_\_ Develop an understanding of your disability and how it affects learning.
- \_\_\_\_\_ Identify skills for academic independence (e.g. time management, note taking, memorization, test taking)
- \_\_\_\_\_ Participate in extra-curricular activities (e.g. music, clubs, organizations, sports).
- \_\_\_\_\_ Develop a list of career interests.

## FRESHMAN YEAR

- \_\_\_\_\_ Develop self-advocacy skills.
- \_\_\_\_\_ Strengthen understanding of your disability and how it affects learning.
- \_\_\_\_\_ Develop skills for academic independence.
- \_\_\_\_\_ Participate in volunteer work experiences and extra-curricular activities.
- \_\_\_\_\_ Explore career options (e.g. interest inventories, career fairs, job shadows)
- \_\_\_\_\_ Investigate auxiliary aids, external services, and assistive technology tools.  
(e.g.) interpreter, personal attendant, books on tape, speech to text software, screen reading software).
- \_\_\_\_\_ Incorporate transition goals into IEP.

## **SOPHMORE YEAR**

- \_\_\_\_\_ Strengthen self-advocacy skills.
- \_\_\_\_\_ Articulate/verbalize your disability and how it affects learning.
- \_\_\_\_\_ Strengthen skills for academic independence.
- \_\_\_\_\_ Pursue preferences in paid work experiences and/or extra-curricular activities.
- \_\_\_\_\_ Identify career interests and aptitudes.
- \_\_\_\_\_ Identify needed auxiliary aids, external services, and assistive technology tools.
- \_\_\_\_\_ Take the PSAT or PLAN with or without accommodations.
- \_\_\_\_\_ Incorporate transition goals into IEP.

## **JUNIOR YEAR**

- \_\_\_\_\_ Refine self-advocacy skills.
- \_\_\_\_\_ Refine skills for academic independence.
- \_\_\_\_\_ Participate in paid work experiences and/or extra-curricular activities.
- \_\_\_\_\_ Review career interests and aptitudes. If necessary, arrange for an additional career assessment or inventory.
- \_\_\_\_\_ Learn how to access/coordinate auxiliary aids, external services, & assistive technology tools.
- \_\_\_\_\_ Take the SAT/ACT test(s). If you need them, be sure to arrange accommodations in advance.
- \_\_\_\_\_ Set-up a file for important documents.
- \_\_\_\_\_ Check your program against general education requirements.
- \_\_\_\_\_ Continue with math and science courses.
- \_\_\_\_\_ Attend post-secondary school fairs. Collect information on training options.
- \_\_\_\_\_ Begin to identify possible schools and majors.

\_\_\_\_\_ Apply for external services/supports (e.g. SD State Library, Recordings for Blind and Dyslexic, SD Vocational Rehabilitation, Services for the Blind and Visually Impaired)

\_\_\_\_\_ Incorporate transition goals into IEP.

## **SENIOR YEAR**

### **Fall Term**

\_\_\_\_\_ Review pre-high school through junior year checklist items and focus on any areas of weakness or lack of preparation.

\_\_\_\_\_ Check program against general education requirements.

\_\_\_\_\_ Continue with math and science courses.

\_\_\_\_\_ Enroll in college prep/study skills course.

\_\_\_\_\_ Review IEP with your high school multi-disciplinary team. Make sure your testing, documentation, accommodations, and transition goals are up to date.

\_\_\_\_\_ Retake SAT/ACT test(s) if necessary. If you need them, arrange accommodations in advance.

\_\_\_\_\_ Set-up a file for important post-secondary school documents.

\_\_\_\_\_ Initiate post-secondary school application process including financial aid applications.

### **Spring Term**

\_\_\_\_\_ Select and accept admission offer from your preferred school.

\_\_\_\_\_ Visit campus or attend a scheduled campus pre-view day. Meet with all appropriate personnel. At this time, it is especially important to register with the Disability Services/ADA office. Register earlier if possible.

\_\_\_\_\_ Develop a financial plan. Return financial aid award notice.

- \_\_\_\_\_ Inform residence hall staff if you have special room needs.
- \_\_\_\_\_ Make sure all external services and supports are in place.
- \_\_\_\_\_ Schedule appropriate placement exams. If needed, identify testing accommodations.
- \_\_\_\_\_ Confirm your financial aid award. Find out when award checks are distributed.

**Summer**

- \_\_\_\_\_ Celebrate your graduation!
- \_\_\_\_\_ Attend new student orientation day(s) sponsored by your post-secondary school.
- \_\_\_\_\_ Revisit the Disability Services/ADA office.
- \_\_\_\_\_ If you have a roommate, introduce yourself via mail, e-mail or phone.
- \_\_\_\_\_ If you need taped texts, it is extremely important to arrange taping with the state library as soon as possible. If you need help, contact the Disability Services/ADA provider.

Other services or activities provided to the students to help prepare him/her for enrollment and success in further educational training after graduation from high school.

Date(s)	Description of service or activity
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____