

BEYOND SPECIAL EDUCATION SERVICES

Building Independence Now for Life after High School

AGE/GRADE SCHOOL	TYPICAL AGE APPROPRIATE TRANSITION CONSIDERATIONS FOR HOME AND SCHOOL
Birth-Kindergarten	<ul style="list-style-type: none"> ● Investigate possibility of San Diego Regional Center (SDRC) eligibility: generally an intellectual disability, cerebral palsy, epilepsy or autism
Elementary School	<ul style="list-style-type: none"> ● San Diego Regional Center (SDRC): consider student’s eligibility for SDRC and discuss as appropriate (generally an intellectual disability, cerebral palsy, epilepsy or autism) ● Develop academic, social and functional skills ● Discuss vocationally related Individualized Education Program (I.E.P.) goals and objectives with student, including possible career pathways ● Promote self-advocacy and self-determination skills ● Create a list of activities that will promote independence during non-school hours ● Consider student participation in Individualized Education Program (I.E.P.) meetings ● Discuss the difference between a High School Diploma and a Certificate of Completion - see handout ● Explore resources: see attached
Middle School	<ul style="list-style-type: none"> ● Develop academic, social and functional skills ● Discuss vocationally related Individualized Education Program (I.E.P.) goals and objectives with student, including possible career pathways ● Promote self-advocacy and self-determination skills ● Create a list of activities that will promote independence during non-school hours ● Student should participate in Individualized Education Program (I.E.P.) meetings ● Consider assessments (formal or informal) that relate to career choices, learning styles or other interests ● Discuss the difference between a High School Diploma and a Certificate of Completion - see handout ● San Diego Regional Center (SDRC): consider student’s eligibility for SDRC and discuss as appropriate (generally an intellectual disability, cerebral palsy, epilepsy or autism) ● Discuss vocationally related programs offered by your school district (e.g. WorkAbility I, Transition Partnership Program and We Can Work) ● Explore resources: see attached

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High School

- Discuss assessments (formal or informal) that relate to career choices, learning styles or other interests
- Discuss vocationally related Individualized Education Program (I.E.P.) goals and objectives with student, including possible career pathways
- Participate in the development of Individual Transition Plan (I.T.P.) goals
- Student should participate in Individualized Education Program (I.E.P.) meetings; consider self-led I.T.P.
- Promote self-advocacy and self-determination skills
- Create a list of activities that will promote independence during non-school hours
- Invite the student's San Diego Regional Center Service Coordinator to I.E.P. meetings if student is a client
- Develop academic, social and functional skills
- Discuss vocationally related programs offered by your school district (e.g. WorkAbility I, Transition Partnership Program and We Can Work)
- Discuss criteria necessary for off-campus work experience opportunities
- Consider referral for Department of Rehabilitation services as appropriate
- Discuss the Adult Transition Program option if appropriate
- Discuss the difference between a High School Diploma and a Certificate of Completion - see handout
- San Diego Regional Center (SDRC): consider student's eligibility for SDRC and discuss as appropriate (generally an intellectual disability, cerebral palsy, epilepsy or autism)
- Explore resources: see attached

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<p style="text-align: center;"><i>Adult Transition: Students 18 through 21 years of age</i></p>	<ul style="list-style-type: none"> ● San Diego Regional Center (SDRC): consider student’s eligibility for SDRC and discuss as appropriate (generally an intellectual disability, cerebral palsy, epilepsy or autism) ● Invite the student’s San Diego Regional Center Service Coordinator to I.E.P. meetings if student is a client ● Discuss assessments (formal or informal) that relate to career choices, learning styles or other interests ● Participate in the development of Individual Transition Plan (I.T.P.) goals ● Student should participate in Individualized Education Program (I.E.P.) meetings; consider self-led I.T.P. ● Discuss vocationally related Individual Transition Plan (I.T.P.) goals and objectives with student, including possible career pathways ● Clarify goals and objectives in the context of life after adult transition based on the student’s strengths, interests and abilities ● Clarify how progress on these goals will be measured ● Based on the goals and objectives developed, create a list of activities that can be pursued during non-school hours ● Collaborate on a plan to implement some of these goals and objectives ● Promote self-advocacy and self-determination skills ● Develop academic, social and functional skills ● Discuss vocationally related programs offered by your school district (e.g. WorkAbility I, Transition Partnership Program and We Can Work) ● Discuss criteria necessary for off-campus work experience opportunities ● Consider referral for Department of Rehabilitation services as appropriate ● Explore resources: see attached
<p style="text-align: center;"><i>Post Diploma or Certificate of Completion</i></p>	<ul style="list-style-type: none"> ● See attached resource list