



## Transition Planning Checklist: Action Steps for Working with Students with Disabilities and Moving Toward Employment

### Best Practices for Colorado Educators

#### Action Steps

##### 1. What to do when you first meet a student with a disability

- Ask these questions: Who are they? Interests, skills, dreams, family, friends- what is their vision?
- Review their documentation- Individual Education Program (IEP), 504 Plan
- Use a person-centered planning tool such as the PATH Plan or Positive Personal Profile to learn more about the student
- What experiences have they had related to work (school-based job training/work, unpaid work, job shadows/internships, paid work)?
- Connect family and student to a [Benefits Counselor](#) and [Vocational Rehabilitation Counselor](#)
- Develop a plan to track and document student progress
- Develop a plan for student to lead their transition planning meetings (videos, PowerPoints, etc. ) <https://www.imdetermined.org/>

##### 2. What can I do at the beginning of the school year to enhance my community partnerships?

- Use the Colorado Sequencing of Services Framework Tool [Local Sequencing of Services Workbook | CDE \(state.co.us\)](#)
- Meet with your local DVR office and DVR counselor liaison assigned to your school
- Learn about pre-employment transition services and how a student can access them (starting at age 14)
- Meet with your [local Colorado Center for Independent Living](#) (CIL)
- Meet with your [local Community Center Board](#) (as appropriate)

- Connect with a Benefits Counselor or an [Arc of Colorado](#) advocate to support a student and their family with the application process for SSI and understand how benefits interact with employment
- Understand postsecondary education options (2-4 year colleges) to share opportunities with a student and their family
- Organize opportunities to engage with families this school year (example: agency night)
- Consider how all these partnerships can enhance school services and complement services required by the IDEA
- Become familiar with technology solutions through initiatives such as [Center for Inclusive Design and Engineering](#)

**3. How do you start the development of an IEP to incorporate employment related goals?**

- Partner with the Individual Career and Academic Plan (ICAP) Coordinator, Job Coach, DVR counselor, Transition Specialist, School Counselor (as needed)
- Starting at age 15 document a student's vision for life after high school- including academics, employment, and independent living goals
- Use situational assessments to inform the area(s) of need and support. For example, in discovery type assessments these are observational opportunities to learn about conditions for success or motivations, interests, skills and abilities
- Perform transition assessments related to employment (informal and formal) based on the student's vision and goals
- Determine areas for growth and develop annual IEP goals based on needed skill areas and post-secondary outcomes
- Determine transition services for both in and out of school

**4. How do you incorporate employment-related skill building into the school day?**

- First, make sure you are considering all students. Employment skill building is for all students with disabilities including those with the most significant disabilities
- Create learning goals for a student related to employment interests
- Incorporate review of skill building experience and reflection from a student
- Ensure that curriculum is connected to a student's real-life situation
- Talk to families about how to incorporate work skills for their student into their lives at home. For example, a student could have responsibility over an extra chore at home, talking about a family member's job at the dinner table, etc

- Determine how to integrate into the community by collaborating with district community experts such as the [School to Work Alliance Program \(SWAP\)](#) and [Career and Technical Education \(CTE\)](#)
- Partner with DVR and [Workforce Center's](#) to bring the world of work into the classroom and/or make it available to a student through a service provider. Pre-employment transition services through a DVR referral are available to a student with a disability while they are in high school (ages 14-21) and help to build awareness, exploration and preparation related skills for employment

Resources:

[Positive Personal Profile](#)

[PATH Plan](#)

[I am Determined](#)

[Colorado's Sequencing of Services for Students and Youth with Disabilities | CDE \(state.co.us\)](#)

[Work Based Learning Examples](#)

[Colorado's Career Awareness Timeline](#)

[Transition Resources for Students with Significant Support Needs](#)

[My Colorado Journey](#)

[https://www.cde.state.co.us/cdesped/transition\\_resources](https://www.cde.state.co.us/cdesped/transition_resources)

[https://www.cde.state.co.us/cdesped/transition\\_schooladulthood](https://www.cde.state.co.us/cdesped/transition_schooladulthood)