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**PROFESSIONAL CHECKLIST**

**Transitioning from high school to the workforce**

• Talk to students with disabilities about the differences between high school and the

workplace.

• Help parents understand that their son or daughter with a disability will NOT be

covered by the IDEA legislation in the workplace.

• Help students and families understand their legal rights and responsibilities.

Encourage them to read and understand the Americans with Disabilities Act (ADA).

• Help students learn effective ways to disclose their disability if they want workplace

accommodations.

• Encourage students to be active members of their IEP team.

• Connect students with courses that will help them develop strong "soft skills" and

understand technology.

• Encourage interest testing as a key part of transitioning.

• Help students understand their disability, how it may affect them in the workplace,

and what accommodations are available and will be helpful.

• Refer students to Vocational Rehabilitation so that VR can help them set and achieve

goals.

• Build on the student's strengths. Highlight what they can do with or without

accommodations. Praise accomplishments. Discuss what is needed to be successful

in the workplace.

• Be honest and candid with students and parents. Give realistic options.

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**PROFESSIONAL CHECKLIST**

**Transitioning from high school to college or training**

**For FRESHMAN and SOPHOMORE students:**

• Help parents and students understand that colleges function under a law different than
 the IDEA legislation.

• Explain to parents and students that in college there is no IEP and that services and

accommodations provided in high school do NOT automatically continue in college.

• Help students learn effective ways to disclose their disability if they want services or

accommodations from the school.

• Explain to students and parents their legal rights and responsibilities, as well as the

college's legal rights and responsibilities.

• Familiarize students and parents with Section 504 of the Rehabilitation Act of 1973

and the 1990 Americans with Disabilities Act.

• Encourage students and parents to talk with college Disabilities Support Services

Offices before graduation.

• Encourage students to be active members of their IEP team. Have them lead

portions of their team meetings before they graduate from high school.

**For JUNIOR students:**

• Connect students with courses that will help them succeed in college.

• Help students know their disability, how it affects their learning, and what

accommodations are available and will help.

• Help students choose appropriate assistive technology to increase their

independence and participation in life-enhancing activities.

• Refer students to Vocational Rehabilitation in the fall semester of their junior

year.

**For SENIOR students:**

• At IEP meetings, highlight things students CAN do, with or without accommodations.

• Praise accomplishments. Discuss student needs in terms of being most successful in
 college or training.