

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.



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.