

FROM SCHOOL TO ADULT LIFE

Produced by: Sherlock Center at Rhode Island College

DESCRIPTION: What is transition?? It means change, or going from one place to another. For high school students, it means going from high school to adult life. It's important to plan early - beginning in your teen years - for a successful and rewarding future. Transition includes: change, growing up, planning for the future, finding out what interests you, what you are good at and learning how to make wise decisions. Transition planning is part of your IEP, meaning that there must be activities (based on your needs, and accounting for your preferences and interests), which help you move from school to adult life. Transition planning is a team process. At your IEP meeting, you and your team decide who will carry out each transition activity. These activities include instruction, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, daily living skills and vocational evaluation. As you plan for transition, you will want to consider some of the following activities:

EMPLOYMENT

- Vocational/Career Assessment
- Vocational Exploration
- Job Development
- Work-based learning activities
- Workplace behavior
- Wages
- SSI/SSDI
- Employment
- Accommodations
- Workplace safety

POST-SECONDARY EDUCATION

- Educational Options
- Financial planning
- Academic accommodations
- PSAT/SAT/ACT tests
- Pre-requisite high school courses
- Entrance requirements
- Time management skills
- Study skills
- Interpersonal communication skills

SELF-DETERMINATION

INDEPENDENT LIVING

- Personal/legal advocacy
- Personal finance management
- Household selection and management
- Daily living skills
- Family planning/sex education
- Nutrition
- Consumer skills
- Personal and health insurance
- Banking
- Independent leisure activities
- Managing health care

COMMUNITY PARTICIPATION

- Transportation: independent, public, specialized
- Travel training
- Community recreation
- Friendships/relationships
- Voting and citizenship
- Social/religious groups
- Volunteering
- Communication with others
- Group advocacy
- Community supports

See reverse for suggested Transition activities and materials

1. Career Exploration- Job shadow, informational interviews, internship, career research, and worksite tours...

Grade	Career	Education required	Skills required	Skills I need	Job Outlook

2. School/Community/Work Experiences

Date	Location	Experience	Skills learned	Contact

SOURCE	DESCRIPTION	CONTACT
Interest Inventory	Checklist of work-related activities to develop a list of jobs/careers suited to you. You can investigate those careers by research and work-based learning experiences (job shadowing, guest speakers, internships...)	Case manager/ Guidance counselor
Learning Style Inventory	How do you learn best? You might need a quiet room, written directions, directions read aloud.... Take a quick survey to help you understand how you learn.	Case manager
Situational Assessments	You will be observed at work and evaluated in areas such as... attendance, work skills, behavior... Review these assessments and make a plan to improve.	Case manager STC Coordinator Employer
Resume, cover letter, application	Create these documents on disk and then you can update them more easily. When you exit school, keep the disk so you will have a head start.	Case manager/ Teacher
SKILLS	Ask to see the list of skills every worker needs to be successful in the world of work. See how well you measure up in areas like teamwork, organization, technology, and information... Check-off the skills you have acquired.	Case manager STC Coordinator
Employment portfolio	A collection of documents such as resume, cover letters, recommendations, awards that you can present to an employer. Remember to update it and put in only materials that relate to your ability to do the job!!	STC Coordinator Case manager guidance counsel.
Labor Market Information	The Department of Labor and Training website has the latest information about jobs in RI at www.dlt.state.ri.us/jobseeker . Check it out!!	Internet site
References/Recommendations	Ask your employer, teacher, guidance counselor or any one else that can state your ability to work well to write a letter of recommendation. Keep these in your portfolio. You can also ask to use them as references.	Guidance counselor
Career Fair	A group of employers gather at one location. Students and job seekers visit employers' booths to get information and/or apply for jobs.	Case manager/ Guidance counselor
Informational Interviews	Interview a person who holds a job that interests you. Ask what a typical day is like, what they like/don't like about the job and other first-hand information. It can help you plan your schooling and career choices.	Guidance coun. School - based coordinator
Volunteer positions Service learning	One of the best ways to find out if this is the job for you. You won't get paid, but the benefits are well worth it!! (course credit, references, resume...)	Case manager Community
Job Shadowing	Visit a workplace for a few hours and watch people at work. It is a good time to ask questions and find out the skills that you will need to do a job.	STC coordinator Case manager
Work site tour with reflection	Tour a company and find out all the positions available. It will help you to understand the variety of jobs that are available at a worksite and see how companies are organized.	STC coordinator Case manager
Outreach/e-mentoring	A person from a company volunteers to meet (or email) with you to talk about what is expected at the workplace. You will start to understand the rules, expectations, skills, and social atmosphere of the workplace.	STC coordinator Case manager
School-based businesses	Students own and run a business within the school.	STC coordinator Case manager
Internships	A student is placed at worksite where they complete a set of activities that help them learn the skills needed for that job.	STC coordinator Case manager
Apprenticeships	A formal training in an occupation, with related course work.	Guidance counselor
Worker rights/workplace safety	Receive training and information about hours, wages, working conditions, OSHA, age limitations for certain occupations, and more!! A must for every worker!	Case manager STC Coordinator

EMPLOYMENT

DESCRIPTION: By starting early, you can turn your dreams into reality. You need to explore your interests, preferences, reading learning styles, abilities, and skills to make an informed decision. You also need to experience the workplace. (How do you know if you want to be a _____ if you don't know what they do?) Participate in many experiences so you can make an informed decision. Use the information to think about the courses you should take in school, skills you will need, type of lifestyle you want to lead, amount of education/training you are willing/able to take... Remember: You are in charge of your career plan job search!! **Suggested Plan: Career Awareness>Exploration>Preparation>Action!!!**

SUGGESTED ACTIVITIES AND MATERIALS:

- | | |
|---|---|
| <ul style="list-style-type: none"> Vocational Interest Inventories Aptitude/ability testing Career research SCANS Career maturity ratings Job readiness surveys Work samples Work-related behaviors Learning style inventories Situational assessments <i>Employment Student Guide</i> Interviews—mock and real Resume, cover letter, application Part-time/summer jobs Informational interviews | <ul style="list-style-type: none"> Volunteer positions Career portfolio Reasonable accommodations Labor Market Information Skill/ability evaluation References/recommendations Employability skills assessment Student/family interviews Vocational aptitude assessment Disability disclosure sheet Work history/experiences Work experience program Career & Tech Center evaluation Project-based learning Work-study program |
|---|---|

See reverse for descriptions of Employment activities and materials

Your network: people who can help _____

Case manager: _____

Guidance: _____

STC Coord.: _____

WIA: _____

NetWORKri: tel # _____

ORS Counselor: _____

Parents, neighbors, friends, relatives: _____

Agencies: _____

MY EMPLOYMENT GOALS

YEAR:	GRADE:	GOAL:	DOCUMENTS:

COMMUNITY PARTICIPATION

DESCRIPTION: What do you do for fun in the community? What will you do after you leave high school? Getting involved now help you in school and even improve your chances of having a career you like!! Hobbies, interests, recreation, and leisure activities can help you have a more interesting and fulfilling life. Being part of a community also means voting, citizenship, transportation, friendships, community service, and using supports when needed. Make a list of your outside interests to see how well rounded you are. Remember: All work and no play makes NO SENSE!!!

SUGGESTED MATERIALS AND ACTIVITIES:

Library card
 Bus pass
 Social Security card
 Social skills rating checklist
 Driver's education and licensing
 Public transportation
 Travel training
 Mobility training
 State ID card
 Selective Service registration
 Register to vote
 Voting

Volunteering
 Youth and law classes
 Club membership
 Sports
 Social/religious groups
 Group advocacy support group
 Interpersonal skills
 Local resources
 Leisure activities plan
 Investigate adult education
 Community recreation
RI Transition Resource Directory

Your network	
Driver's Ed.:	_____
RIPTA:	_____
Polling location:	_____
District:	_____ Ward: _____
Library:	_____
Social Security Office:	_____
Other:	_____

See reverse for description of Community Participation materials and activities

MY COMMUNITY PARTICIPATION GOALS

YEAR:	GRADE:	GOAL:	DOCUMENTS:

COMMUNITY PARTICIPATION RESOURCES

Sherlock Center at Rhode Island, 2002

SOURCE	DESCRIPTION	CONTACT
Driver's education and licensing	Under RI law, driver's ed is available to people 2 months before their 16 th birthday. Sign-up for the course and written exam through your school. If you have a barrier to driving, ask your teacher to refer you to Office of Rehabilitation Services (ORS) for an evaluation to determine eligibility and possible adaptations. You must be able to pass permit and road tests given by the Dept. of Motor Vehicles.	Guidance counselor Case manager
Public transportation	RIPTA offers statewide, public bus transportation. You can take a bus downtown or to the beach!! Visit their website at: RIPTA.com . For more information about agencies that assist people who are physically unable to drive - look in the <i>RI Transition Resource Directory</i> or download it at: http://www.ric.edu/uap/publications/RITransRes.pdf	Case manager RIPTA RI Transition Resource Directory
Travel training	Trains, planes, and automobiles!! (what about taxis, boats, bikes, and motorcycles?) Learn how to read a schedule, buy a ticket, make a reservation or call for a taxi!! Ask your IEP team if you need help.	Case manager
Voting	Register to vote by October 6 th after your 18 th birthday, at your town hall or in some schools. People at the polling place will help you vote or you can get additional help. If your teacher arranges for the RI Board of Elections to bring voting equipment, you can practice casting your vote. Make a difference, have a say in your community!!	Case manager Town Hall
Youth and Law classes	Take a class in high school to learn more about your rights and responsibilities as a US citizen. Citizenship information is available at the Dept. of Immigration and Naturalization or: www.ins.usdoj.gov . Know your rights!!	Case manager Guidance counselor
Club membership	Join a club at school; band, foreign language, ski, student council... or one in your community: fitness, Scouts, YM/WCA, boys and girls clubs...the list goes on!! Find out what is available in your community and join. These memberships can lead to greater opportunities in the future - improving your resume, leading to letters of recommendation.	Case manager
Sports	What's your favorite: baseball, football, lacrosse, or swimming...? Involvement in sports has many benefits: health, fitness, friendships, teamwork, and who knows...scholarships or even the NBA !!!	Guidance counselor
Social/religious groups	These groups could lead to more involvement in your community, be a way to 'give back', or help you develop great new friendships.	Family
Group advocacy	Join a group of people interested in increasing opportunities and alternatives for people with disabilities, such as ... RIDDC, PAL...	Case manager
Interpersonal skills	These are the most important skills needed to get along in society. Employers expect you to be able to communicate well and get along with others, especially customers. Take a quick survey to see if there are some skills you should improve before leaving school.	Case manager
Local resources	Where do you look for help in the community? Learn where and how to get the help you need.	Case manager
Adult education	Important learning opportunities are available in classes that do not result in credits, certificates, or degrees. Take a course in stained glass or auto repair. They can be fun and teach valuable skills. Who knows, you may make some new friends with the same interests.	Case manager RI Transition Resource Directory
Leisure activities plan	So, what are you going to do for fun? Learn some new skills while still in high school. Take an art class, join a team; do <i>something</i> to make your life more fun!! Can you plan a vacation or activity, make a list of community programs, and list the values of recreation or hobbies...?	Case manager

POST-SECONDARY EDUCATION/TRAINING

Description: Do you need more education or training to get the job you want? You will need to understand your own learning and necessary accommodations, advocate for yourself, meet admission criteria, choose the appropriate course of study and school, and meet financial requirements. Planning for this while still in high school is very important. You need to take the courses and develop the skills you need to be successful. Talk with someone you know who is attending a post-secondary school. Get the inside scoop! Look at the choices: On-the-job training, Apprenticeships, Trade/technical schools, Adult education, Military, Community College, College, and University... Remember: Learning is lifelong!!!

SUGGESTED MATERIALS AND ACTIVITIES: (include materials and activities from Employment area related to interests, abilities, assessments)

- | | |
|--|---|
| <ul style="list-style-type: none"> Learning styles inventory College Link newsletter High school course plan College or trade school catalogs College Student Guide Visit colleges, trade schools, vocational centers College fairs Placement testing Extracurricular activities—school clubs, music, arts... Computer software and website searches Portfolio ASVAB-military entrance test Use local resources Agency linkage | <ul style="list-style-type: none"> Time management and study skills College representative visits PSAT/SAT/ACT testing Explore career/education options Summer job/volunteer position Meet with a college advisor Meet with ORS counselor (if eligible) After school enrichment programs - ex: SMILE Practice applications, interviews and essays Campus visits – include support service office Discuss level of support needed Know your disability and needed accommodations Financial aid - grants, scholarships, loans, work-study... Take course at local tech. school or college |
|--|---|

Your network:

Guidance counselor: _____

Post-Secondary schools: _____

Disability support services office: _____

Agency linkage: _____

See reverse for descriptions of Post-Secondary activities and materials

MY POST-SECONDARY EDUCATION/TRAINING GOALS

YEAR:	GRADE:	GOAL:	DOCUMENTS:

POST-SECONDARY EDUCATION/TRAINING ACTIVITIES AND MATERIALS

Sherlock Center at Rhode Island College, 2002

SOURCE	DESCRIPTION	CONTACT
High school course plan	List all high school courses taken, grades, and credit given. Update the plan each time you get grades and new courses. Take course you will need for the career you are interested in. **Make sure you pass required courses. <i>Quarterly</i>	Case manager/guidance counselor
Portfolio	Collection of schoolwork, volunteer and work experiences, references, transcript, extracurricular activities, awards. In order to get needed accommodations, you will also need current testing, IEP, recommended accommodations based on testing results.	Case manager/guidance counselor
College Student Guide	A RI guide for students in transition. It will help you plan, identify supports, find information and provides timelines for getting things done. Ask your teacher for one, or download it at http://www.ric.edu/uap/publications/CollegeGuide.pdf	Case manager
College Link newsletter	A newsletter for anyone supporting students planning to go to college. It is published 3-4 times a year. Download at: http://www.ric.edu/uap/collegelink.htm or ask your teacher for a copy.	Case manager
Explore schooling options	What are the best options for you? Trade/proprietary school, technical school, community college, college or university, distance learning.... Use what you know about yourself to choose wisely.	Guidance counselor Internet sites Catalogs
Site visit to colleges	Tour while classes are in session, sit in on classes, and visit the disabilities services office. Speak with a college adviser, if possible.	Guidance counselor
Computer software searches	Relate interests and skills to career and education options and provides occupation, education, training, and financial aid information.	Media center/Librarian
PSAT, SAT or ACT	Arrange to take the tests and any needed accommodations. See your guidance counselor to get the application, pay the fees, and arrange for accommodations...	Guidance counselor
Practice applications, essays, interviews	Prepare applications, essays and interview responses or questions and have a teacher/counselor preview them. Do a mock interview and perfect your presentation.	Guidance counselor
Financial aid	Go with your family to financial aid night at your local school. Find out all you can about grants, scholarships, work-study, and loans (half of all students get some financial aid). Find out more online at: http://www.ribghe.org/col-prep.htm !!	Guidance counselor RI Student Guide to College
Local resources	Visit or call College Planning Center of RI, RI Office of Higher Education ...	Case manager
College rep. visits	Colleges send representatives to high schools to talk about their schools. It is a good time for you to get first hand information and ask your own questions. You may have to sign-up at the guidance office.	Guidance counselor
ORS counselor	Your counselor may be able to help you receive assistance in vocational assessment, job placement, and/or post-secondary education.	Case manger
Enrichment programs	Enroll in your school's enrichment program. It is a great way to learn about additional skills, mentoring, peer tutoring and support or scholarship funds. Go to: http://www.ribghe.org/rioppor.htm website for a more complete listing.	Guidance counselor
College Fair	A group of colleges and universities will set up booths at a location where you can get information and ask questions. Sign-up for fairs is usually through the guidance department.	Guidance counselor

INDEPENDENT LIVING

Description: Independent living means much more than just moving out of your family home to live on your own. It involves handling your own personal finances, daily living skills, living arrangements, health care, consumer knowledge, self-advocacy just to name a few! There are skills and supports you should find out about now to prepare you to handle whatever life throws your way. Many of these skills can be learned at home and in your classes. Even if you think you already know these things use some of these materials and activities to make sure you have covered all your bases. Remember: Self-determination skills (know yourself, value yourself, plan, act, and then experience outcomes and learn) such as goal setting, problem solving, and coping are all important to living independently.

SUGGESTED ACTIVITIES AND MATERIALS:

- Daily Living Skills Assessment
- Student/family questionnaire
- Health survey
- Birth certificate
- State ID/Driver's license
- Life skills classes
- Health classes
- Food classes
- Assistive technology/adaptive equipment evaluation
- Develop short &/or long term goals
- Banking skills
- Budgeting skills
- Consumer skills

Your network:

- OSCIL: _____
- PARI: _____
- PAL: _____
- MHRH/DDD: _____
- MHRH/DIMHS: _____
- SOCIAL WORKER: _____
- OTHER: _____

MY INDEPENDENT LIVING GOALS

YEAR:	GRADE:	GOAL:	DOCUMENTS:

See reverse for description of Independent Living activities and materials

DEPENDENT LIVING ACTIVITIES AND MATERIALS

SOURCE	DESCRIPTION	CONTACT
Life Skills Assessment	This assessment measures your skills in the areas of banking, budgeting, health care, home management.... Teachers will use this information to decide what you still need to learn or experience.	Case manager
Student/family questionnaire	A simple questionnaire that you and your family fill out about where you want to live, life skills, support you may need, and health issues. Information from this survey will help you, your teachers and family plan for your independence.	Case manager
Real life fair	In class, you will choose a career and then determine a budget based on the salary. At the fair, you will visit booths for information about transportation, housing, insurance, food, clothing, and recreation costs. It can help you make a career decision based on finances.	Case Manager School-based coordinator
Life skills classes	There are many classes you will take that help you learn the skills you need to live independently, i.e.... child development, math, carpentry, health, law... Depending on the results of the life skills assessment, you may decide to enroll in a life skills course that many high schools offer.	Case manager
Health survey	Do you have health issues that need care? Do you know how to make a doctor appointment and choose the best health insurance? If you have any questions about your health, be sure to take courses, get support and prepare for your health care needs.	Case manager Pediatrician School nurse
Assistive technology adaptive equipment	ATAP is working with transition programs to make technology more accessible to young people moving from high school to adult life, providing evaluation, training or technical assistance for an individual with a disability or, if appropriate, the family or professionals.	Case manager ATAP
Trusts/wills information	Your family will need to plan with a lawyer to make sure your needs will be taken care of in the future. There are several resources to assist you - i.e.... RI Disability Law Center, <i>Here's to Your Student's Future</i> , <i>RI Transition Resource Directory</i> ...	Case manager
Daily living skills assessment	Take this type of assessment to determine the life skills you need to learn. Take a class in high school to prepare for independent living.	Case manager
Personal care attendant (PCA)	A person who can be hired to assist or support young adults in daily living and personal care. Personal needs assessments should be done to target areas of need.	Case manager
Insurance - personal and health	Talk with your family to determine how your insurance needs will be taken care of after you leave high school. If you have any more questions, ask your case manager for assistance.	Case manager
Guardianship	There are many options - full/limited guardianship, conservatorship... It is important to speak with an attorney or advocate about this issue.	Case manager
SSI/SSDI/PASS application	Contact the local Social Security office for more information about eligibility, programs, and benefits, or call 1-800-772-1213. If you collect benefits and get a job, be sure to contact them.	Case manager
Housing options	Talk with your family about the housing arrangements you want after high school. Find the best match for you and your family after talking about lifestyle, wishes, needs...	Case manager OSCIL, PARI
Relationships - family and personal	Your behavior toward others will help determine the quality and length of your relationships. Start thinking about what you are looking for in relationships, whether with friends, family, or in dating and marriage.	Case manager Family
Plan for areas of need	Before you leave high school, determine what you need to know or do to live independently. Get family, parents, friends, teachers, and counselors to help you learn how to live on your own. Make a plan, revisit it and revise!!!	Case manager Family Yearly

SOURCE	DESCRIPTION/EXAMPLE
Participation in IEP	Understand what happens in an IEP meeting, invite people who know and support you, review your dreams, goals, barriers, explore options, and prepare questions and/or checklist for meeting. Remember to ask questions and do what you agree to do, as well as you can. <i>Yearly</i> Case manager
Transition plan (ITP)	Understand what transition means: moving from being a student to an adult. Set goals, develop steps to reach these goals, and review these plans at least yearly to make sure you are taking the courses and having the experiences you need to meet your goals. (It's ok to change your mind!! Whose life is it anyway?) Case manager <i>Yearly</i>
Person-Centered Planning	Making Action Plans (MAPS)- a simple, fun activity to help you plan for your future by listing your history, dreams, fears, who you are and your needs. (You can even be do this on PowerPoint.) Use the information you get to make plans in all areas of transition - employment, education, independent living, community participation Trainers <i>Review Yearly</i>
Self-Advocacy/Determination	People who are self-determined control their own lives, make choices and decisions based on their interests, abilities and preferences, and take responsibility for their actions. Case manager
Disability laws/rights	A good understanding of the laws in special education, rehabilitation and civil rights, vocational-technical education, work force training, and education reform will enhance your transition planning. ADA, IDEA, Tech Act, Rehab. Act... Case manager
Career/education plan	Create an education plan based on your future career plans. Meet with your guidance counselor to make sure you are taking the right courses. (i.e. carpenters need math classes) O*NFT online <i>Yearly</i>
Disability awareness	Know the exact nature of your disability, profile your strengths and weaknesses, use appropriate learning strategies and accommodations, and know the impact on your life. Case manager
Interagency connection	Once you leave school, there are agencies that can help you. Make sure you have connected with them while still in school and have their contact information. Case manager
Learning styles	Take a quick and easy inventory to help you identify how you learn best. Case manager
Age of majority	When a student turns 18, legal rights regarding special education services move from parent to student. You have the right to: know what your disability is and how it affects you, assessment and IEP information, IEP participation, accept or refuse services... Case manager
Transition Assessment	An on-going collection of your strengths, needs, preferences, and interests as they relate to the four areas of transition. This information will help you plan your future. Case manager
Strengths and needs	On the front page of the IEP, there is a space for strengths and needs. It refers to how the student's disability affects progress in the general curriculum, how the student learns, and the modifications and accommodations that are needed in the classroom. You can help by reviewing that information and knowing how it relates to your school performance. Case manager <i>Yearly</i>
Invite IEP meeting participants	Invite people who can offer information about who you are, your strengths, goals, and achievements. i.e.... guidance counselor, employer, teacher, advocate. Family/case manager <i>Yearly</i>
Goal setting	By knowing your strengths, needs, learning styles, abilities, skills, and interests you will be better able to set realistic short-term and long-term goals for yourself. Keep a record of these goals and review and revise them annually. Family/case manager <i>Yearly</i>
Problem-solving strategies	Know how to identify the real issue and then use strategies to create a plan to solve those problems. Make sure you revisit the plan if you don't get the desired results. Case manager

CONTACT

Anticipated Graduation Date: _____

Students receiving special education services qualify to exit public education when they have met the requirements for graduation (i.e. academic credits) and/or have met the needs address their transition plan (i.e. arrangements with post-secondary organizations and services). To develop a more comprehensive exit plan, use the three areas below.

TRANSITION LINKAGES: You may be ready to transition if:

- Individual academic program has been completed
- Evaluations to qualify for adult services or accommodations in post-secondary institutions have been completed (check with agencies/institutions for required evaluations)
- Transition plans with adult services have been finalized, with start dates and levels of service

SELF-DETERMINATION:

- Know my values _____
- Know my rights _____
- Know my abilities _____
- Know my needs _____
- Know my learning style _____
- Accommodations _____

SUGGESTED ACTIVITIES:

Employment:

- | | | |
|--|--|--|
| <input type="checkbox"/> Work history/experience | <input type="checkbox"/> Workplace safety | <input type="checkbox"/> Application, resume, cover letter |
| <input type="checkbox"/> References | <input type="checkbox"/> Worker rights | <input type="checkbox"/> Computer skills |
| <input type="checkbox"/> Agency connection | <input type="checkbox"/> Vocational evaluation | <input type="checkbox"/> Job Search skills |
| <input type="checkbox"/> NetWORKri | <input type="checkbox"/> Workplace behavior | <input type="checkbox"/> Telephone skills |
| <input type="checkbox"/> ADA information | <input type="checkbox"/> Reasonable accommodations | <input type="checkbox"/> Interview skills |

Post-Secondary Education/Training:

- | | | |
|--|---|--|
| <input type="checkbox"/> Required coursework | <input type="checkbox"/> Disability service contact | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Application | <input type="checkbox"/> College advisor | <input type="checkbox"/> Placement tests |
| <input type="checkbox"/> PSAT, SAT, ACT | <input type="checkbox"/> Campus visit | <input type="checkbox"/> Financial planning |
| <input type="checkbox"/> Accommodations | <input type="checkbox"/> Orientation | <input type="checkbox"/> Letters of recommendation |

Independent Living:

- | | | |
|--|---|--|
| <input type="checkbox"/> Assistive tech/adaptive equip | <input type="checkbox"/> Family planning/sex ed | <input type="checkbox"/> Self-advocacy |
| <input type="checkbox"/> Housing | <input type="checkbox"/> Managing a household | <input type="checkbox"/> Advocacy resources |
| <input type="checkbox"/> Financial management | <input type="checkbox"/> Consumer skills | <input type="checkbox"/> Personal care attendant |
| <input type="checkbox"/> Health care | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Safety skills |
| <input type="checkbox"/> Insurance | <input type="checkbox"/> Guardianship | |

Community Participation:

- | | | |
|--|---|---|
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Voting | <input type="checkbox"/> Volunteering |
| <input type="checkbox"/> Group advocacy | <input type="checkbox"/> Selective Service registration | <input type="checkbox"/> Community supports |
| <input type="checkbox"/> Travel training | <input type="checkbox"/> Civic duties | <input type="checkbox"/> Friendships |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Religious/social organizations | <input type="checkbox"/> Leisure activities |

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