



Transition to Work - Checklist

Graduating from secondary school is a time of great excitement, but it can also be a time of high anxiety, especially for a student with a learning disability. Use this template to help prepare and organize your students transition to the workplace.

Start with your IPP and IEP	Self-Advocacy and Self-Esteem
<ul style="list-style-type: none"><input type="checkbox"/> Review the student's Individual Pathways Plan<ul style="list-style-type: none">▫ Review postsecondary destination, and goals▫ Address any obstacles or challenges in achieving these goals and plans<input type="checkbox"/> Review the student's Individual Education Plan<ul style="list-style-type: none">▫ Does the Transition Plan contain helpful information?▫ Review the accommodations	<ul style="list-style-type: none"><input type="checkbox"/> Is there an ongoing plan to help build the self-esteem of this student?<ul style="list-style-type: none">▫ Does it include other staff, parents, other key adults?▫ Review postsecondary destination, and goals <p>With the student:</p> <ul style="list-style-type: none"><input type="checkbox"/> Develop a list of the student's strengths (e.g. creative, strong math skills, etc.) and areas where the student may need some support (e.g. Social interactions, memory)<input type="checkbox"/> Develop a list of specific accommodations that would help them be more productive, more engaged and happier at work<input type="checkbox"/> Ensure the student understands the specifics of their LD (perhaps review the psycho-educational assessment, speech-language assessments, etc.)<input type="checkbox"/> Prepare the student to explain their LD to the new employer. (<i>Note: Employers may be reluctant to provide accommodations if they don't have a good understanding of an LD and how accommodations can ensure a better employee.</i>)<input type="checkbox"/> Practice presenting this information to someone who can give appropriate feedback (parents, teacher, or a friend)
<p>Accommodations:</p> <ul style="list-style-type: none"><input type="checkbox"/> Review current academic accommodations (e.g. assistive technology, extra time, quiet workspace). How can these translate to your new workplace?<input type="checkbox"/> Help the student think of specific accommodations that might help on the job (e.g. speech to text, a specific workstation, flexible hours, short breaks, etc.) <p>Sort Accommodations into hard and soft accommodations</p>	
<p>Soft Accommodations: (<i>no special equipment required</i>)</p> <ul style="list-style-type: none"><input type="checkbox"/> e.g. occasional body breaks when required<input type="checkbox"/><input type="checkbox"/>	

Hard Accommodations: *(special equipment required)*

- e.g. use of google read/write for typing reports
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Meeting Notes:

Follow up meeting plans:

Other information: