

## Vertical Transitions to Prepare for Post-school Success Tool

A vertical transition occurs when the child changes environments. This tool supports the child and family through the vertical transitions from early childhood intervention to post-school environments. The form is stored in the child's cumulative file.

1. During the spring semester prior to the transition, the receiving school schedules an informal vertical transition meeting with the family and child to discuss the upcoming transition. This meeting is not an IEP meeting.
2. The sending school provides the receiving school access to the cumulative file.
3. During the vertical transition meeting, the receiving school follows the actions for the vertical transition that is about to occur.
4. The receiving school initials and dates that the action was completed during the vertical transition meeting. Comments are written about the actions.

An article that describes how to use this tool was published in TEACHING Exceptional Children.

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### References Used in Development of Tool

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Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

<b>Vertical Transition to Early Childhood Special Education</b>		
<b>During the informal meeting, address each action with the family and the child. Initial and date once the action is complete.</b>		
<b>Family members in attendance:</b>		
<b>Initials &amp; Date</b>	<b>Actions</b>	<b>Comments</b>
	Explain the special education process <input type="checkbox"/> Procedural Safeguards notice <input type="checkbox"/> State’s Parent Guide to Special Education <input type="checkbox"/> Other:	
	Share information about the school’s preschool programs and offer tour for family and child	
	Identify family assets that can help with the child’s transition in the future: <input type="checkbox"/> Languages spoken in the home <input type="checkbox"/> Other family members or friends who serve an important role to the child <input type="checkbox"/> Community involvement <input type="checkbox"/> Aspirations for child’s future <input type="checkbox"/> Other:	
	Provide information and assist with applying for resources as it applies to the child: <input type="checkbox"/> Medicaid <input type="checkbox"/> Medicaid waivers <input type="checkbox"/> Children’s Health Insurance Program (CHIP) <input type="checkbox"/> Supplemental Security Income (SSI) <input type="checkbox"/> Social Security Disability Insurance (SSDI) <input type="checkbox"/> Other:	

	<p>Share information about family support groups:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Local disability-specific groups</li> <li><input type="checkbox"/> Local or state family groups</li> <li><input type="checkbox"/> Other:</li> </ul>	
	<p>Identify developmentally and culturally appropriate ways of increasing child’s self-determination and independence skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support the child with setting goals</li> <li><input type="checkbox"/> Teach the child self-management tools for them to monitor their own progress</li> <li><input type="checkbox"/> Have the teacher model for the child how to self-regulate emotions</li> </ul>	
	<p>Ask the family, “What questions or concerns do you have about the transition?”</p>	

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

<b>Vertical Transition to Primary School</b>		
<b>During the informal meeting, address each action with the family and the child. Initial and date once the action is complete.</b>		
<b>Family members in attendance:</b>		
<b>Initials &amp; Date</b>	<b>Actions</b>	<b>Comments</b>
	Share information about the primary school and offer tour for family and child	
	Offer to schedule a time and location for the family and child to meet families of children who are currently in or have completed a similar program	
	Review the family assets that can help with the child's transition in the future: <ul style="list-style-type: none"> <li><input type="checkbox"/> Languages spoken in the home</li> <li><input type="checkbox"/> Other family members or friends who serve an important role to the child</li> <li><input type="checkbox"/> Community involvement</li> <li><input type="checkbox"/> Aspirations for child's future</li> <li><input type="checkbox"/> Other:</li> </ul>	
	Provide information and assist with applying for resources as it applies to the child: <ul style="list-style-type: none"> <li><input type="checkbox"/> Medicaid</li> <li><input type="checkbox"/> Medicaid waivers</li> <li><input type="checkbox"/> Children's Health Insurance Program (CHIP)</li> <li><input type="checkbox"/> Supplemental Security Income (SSI)</li> <li><input type="checkbox"/> Social Security Disability Insurance (SSDI)</li> <li><input type="checkbox"/> Other:</li> </ul>	

	<p>Share information about family support groups:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Local disability-specific groups</li> <li><input type="checkbox"/> Local or state family groups</li> <li><input type="checkbox"/> Other:</li> </ul>	
	<p>Identify developmentally and culturally appropriate ways of increasing child’s self-determination, independence skills, and employability skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support the child with setting goals</li> <li><input type="checkbox"/> Teach the child self-management tools for them to monitor their own progress</li> <li><input type="checkbox"/> Have the teacher model for the child how to self-regulate emotions</li> <li><input type="checkbox"/> Use computer-assisted instruction to teach independent living skills</li> <li><input type="checkbox"/> Use simulations to teach social skills</li> <li><input type="checkbox"/> Use self-instruction to teach self-regulation and self-efficacy</li> </ul>	
	<p>Ask the family, “What questions or concerns do you have about the transition?”</p>	

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

<b>Vertical Transition to Secondary School</b>		
<b>During the informal meeting, address each action with the family and the child. Initial and date once the action is complete.</b>		
<b>Family members in attendance:</b>		
<b>Initials &amp; Date</b>	<b>Actions</b>	<b>Comments</b>
	Share information about the secondary school and offer tour for family and child	
	Review the family assets that can help with the child’s transition in the future: <ul style="list-style-type: none"> <li><input type="checkbox"/> Languages spoken in the home</li> <li><input type="checkbox"/> Other family members or friends who serve an important role to the child</li> <li><input type="checkbox"/> Community involvement</li> <li><input type="checkbox"/> Aspirations for child’s future</li> <li><input type="checkbox"/> Other:</li> </ul>	
	Share information and assist with applying for resources: <ul style="list-style-type: none"> <li><input type="checkbox"/> Medicaid</li> <li><input type="checkbox"/> Medicaid waivers</li> <li><input type="checkbox"/> Children’s Health Insurance Program (CHIP)</li> <li><input type="checkbox"/> Supplemental Security Income (SSI)</li> <li><input type="checkbox"/> Social Security Disability Insurance (SSDI)</li> <li><input type="checkbox"/> Other:</li> </ul>	
	Identify developmentally and culturally appropriate ways of increasing child’s self-determination, independence skills, postsecondary education skills, and employability skills <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the Self-Determined Learning Model of Instruction (SDLMI) to teach goal setting, goal attainment, and problem-solving</li> <li><input type="checkbox"/> Use “Whose Future is it Anyway?” to teach self-determination</li> <li><input type="checkbox"/> Use the Check and Connect method to promote engagement in school and participation in IEP meetings</li> <li><input type="checkbox"/> Use the Self-Advocacy Strategy to promote participation in IEP meetings</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use community-based instruction to teach communication skills and safety skills</li> <li><input type="checkbox"/> Use computer-assisted instruction to teach job skills and independent living skills</li> <li><input type="checkbox"/> Use video-modeling to teach fine motor tasks and independent living skills</li> <li><input type="checkbox"/> Use simulations to teach social skills, money skills, and independent living skills</li> <li><input type="checkbox"/> Use the One-More-Dollar-Than strategy to teach money counting</li> <li><input type="checkbox"/> Encourage participation in occupational courses</li> <li><input type="checkbox"/> Provide work experiences in authentic work environments</li> <li><input type="checkbox"/> Provide academic support such as tutoring and enrichment opportunities</li> </ul>	
	<p>Identify the adult environments and skills for each of the postsecondary goals to plan instruction in those skills</p>	
	<p>Ask the family, “What questions or concerns do you have about the transition?”</p>	

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

<b>Vertical Transition to Post-School Environments</b>		
<b>During the informal meeting, address each action with the family and the child. Initial and date once the action is complete.</b>		
<b>Family members in attendance:</b>		
<b>Initials &amp; Date</b>	<b>Actions</b>	<b>Comments</b>
	Review the family assets that can help with the child’s transition in the future: <ul style="list-style-type: none"> <li><input type="checkbox"/> Languages spoken in the home</li> <li><input type="checkbox"/> Other family members or friends who serve an important role to the child</li> <li><input type="checkbox"/> Community involvement</li> <li><input type="checkbox"/> Aspirations for child’s future</li> <li><input type="checkbox"/> Other:</li> </ul>	
	Provide families with information about transitioning from pediatric to adult health care	
	Explain the differences between special education services and adult services for people with disabilities and its impacts	
	Ask the family, “What questions or concerns do you have about the transition?”	