


**Birth–Age 3**

**Legend: C=Complete; P=In Progress; N=Not Needed**

# Next Steps to Independence: Skills and Strategies


The Next Steps checklist lets educators, families, and students monitor their progress on skills they need for future success, The legend shows the three levels of progress. The child’s current performance level can be marked in the correct box. Each age group also contains categories of skills, learning strategies, and resources. As you continue to the next age/grade band, keep this record and continue to update on the child’s progress.



**Choice Making & Decision-Making**

**Child Can:**


- C  P  N Make choices between two items.
- C  P  N Indicate preferred toys through gesture, gaze, or voice.
- C  P  N Show beginning choice-making ability.
- C  P  N Make choices without complaining when they do not get their way.



**Goal Setting & Independence**

**Child Can:**


- C  P  N Help put things away (toys, clothes).
- C  P  N Wash and dry hands with visuals or prompts.
- C  P  N Follow 1-2 step directions.
- C  P  N Demonstrate independence (I can do it myself).
- C  P  N Put on pants and shoes with minimal assistance.
- C  P  N Share a desire to accomplish a simple task.
- C  P  N Ask for help when needed.
- C  P  N Use words or gesture to meet needs.
- C  P  N Express when they need to use the bathroom and gain toileting independence.



**Self-Management & Self Awareness**

**Child Can:**


- C  P  N Express likes and dislikes for toys and food.
- C  P  N Follow simple routines (bedtime, bathtime, etc.)
- C  P  N Express frustration and disappointment.
- C  P  N Demonstrate an understanding that things they cannot see still exist.



**Self-Determination & Self Advocacy**

**Child Can:**

- C  P  N Communicate wants and needs using words, gestures, or voice in various settings (e.g., with peers, with adults, in large and small groups).
- C  P  N Engage in back-and-forth conversations (can include babbling).

*Continue to the next page.* 

## Birth–Age 3

# Next Steps to Independence: Skills and Strategies continued

### Important Action Steps for Families

- Obtain a screening/evaluation for Part C Early Intervention Services through the [Infant & Toddler Connection of Virginia](#). Contact your [Local Infant & Toddler Connection](#).
- Have your child screened by your local CSB for Virginia's **Developmental Disabilities (DD) waivers** if they need support to be able to stay at home and live in the community. Check their DD Waiver Priority status with your CSB annually. There is a long waitlist for this waiver.
- You can also apply for the **CCC Plus Waiver** while you are waiting. There is no waitlist for this waiver but there are fewer services and your child **must** have a medical nursing need. Contact your [local department of social services](#) or your [local health department](#) for a screening.
- Explore services that may be available for your children like Medicaid [Early and Periodic Screening, Diagnostic and Treatment \(EPSDT\)](#). If your child is eligible for Medicaid health insurance or is on a Medicaid waiver, they are entitled to EPSDT.

### Teaching and Learning Strategies

#### Choice-Making and Decision-Making

- ✓ Establish predictable routines.
- ✓ Limit choices to reduce frustration.
- ✓ Give two options for choices.
- ✓ Create an organized play area so the child isn't overstimulated.
- ✓ Acknowledge the child's choice when using their form of communication (*voice, gesture, eye gaze, pictures, etc.*).

#### Goal Setting and Independence

- ✓ Encourage asking for help.
- ✓ Break down tasks into small steps.
- ✓ Encourage expression of preferences and desires.
- ✓ Model how to accomplish goals.
- ✓ Encourage independence by allowing mistakes and self-correction
- ✓ Help the child set small goals (e.g., build a tower with blocks, do a puzzle).
- ✓ Encourage trying unfamiliar tasks.

#### Self-Management and Self Awareness

- ✓ Encourage trying different activities, foods, toys, etc.
- ✓ Teaching calming and breathing strategies.
- ✓ Encourage expressing emotions appropriately.
- ✓ Reward/reinforce desired behaviors.
- ✓ Acknowledge feelings and emotion ("You are happy, sad, excited.")
- ✓ Encourage expression of likes and dislikes.

#### Self-Determination and Self Advocacy


- ✓ Allow the child to try to solve problems independently.
- ✓ Place toys slightly out of reach to promote independence.

Continue to next age/grade band, but keep this record and continue to update. 

## Age 3–5 (Including Kindergarten)

# Next Steps to Independence: Skills and Strategies


**Legend:** C=Complete; P=In Progress; N=Not Needed



### Choice Making & Decision-Making

**Child Can:**


- C  P  N Enjoy playing with other children rather than alone.
- C  P  N Engage in beginning negotiation skills with peers and adults.
- C  P  N Begin to develop ability to solve their own minor problems.
- C  P  N Express strong preferences (toys, food, friends).
- C  P  N Make choices between three or four items, preferred and non-preferred.



### Goal Setting & Independence

**Child Can:**


- C  P  N Establish short-term goals to accomplish small, preferred tasks with adult assistance.
- C  P  N Complete self-help skills (toileting, brushing teeth, bathing) with more independence.
- C  P  N Choose and wear weather-appropriate clothing.



### Self-Management & Self Awareness

**Child Can:**


- C  P  N Express likes and dislikes for toys, food, and activities.
- C  P  N Continue without getting frustrated when unable to complete certain tasks.
- C  P  N Request help when needed.
- C  P  N Make friends and has a best friend(s).



### Self Determination & Self Advocacy

**Child Can:**

- C  P  N Engage in role-playing.
- C  P  N Request preferred items and identify non-preferred items.
- C  P  N Confidently take the lead in play activities.
- C  P  N Negotiate to get desired activities and items at a beginning level.
- C  P  N Cooperate with adult-supported conflict resolution.

*Continue to the next page.* 

## Age 3–5 (Including Kindergarten)

# Next Steps to Independence: Skills and Strategies continued

### Important Action Steps for Families

- If your child needs special education services to benefit from their education, ask for an eligibility evaluation at your child's home school. If they are receiving early intervention services, there must be a transition plan for moving out of that program into early childhood special education, if they are eligible.
- Have your child screened by your local Community Services Board (CSB) for Virginia's **Developmental Disabilities (DD) waivers** if they need support to be able to stay at home and live in the community. Check their DD Waiver Priority status with your CSB annually. There is a long waitlist for this waiver.
- You can also apply for the **CCC Plus Waiver** while you are waiting. There is no waitlist for this waiver but there are fewer services and your child must have a medical nursing need. Contact your local department of Social Services or your local health department for a screening.
- Explore services that may be available for your children like Medicaid Early and Periodic Screening, Diagnostic and Treatment (EPSDT). If your child is eligible for Medicaid health insurance or is on a Medicaid waiver, they are entitled to EPSDT.

### Teaching and Learning Strategies



#### Choice-Making and Decision-Making

- ✓ Provide choices in food, materials, and activities.
- ✓ Use visuals to support choice-making.
- ✓ Model how to make choices through learning centers and activities.
- ✓ Talk about how to make appropriate decisions when given options.
- ✓ Model and role-play how to ask for help.
- ✓ Discuss the positive and negative results of making decisions.
- ✓ Provide opportunities for independence (Let your child do tasks for themselves with your help and support).



#### Goal Setting and Independence

- ✓ Use a daily schedule and mark off items as they are completed.
- ✓ Break down activities into smaller steps and check off completed steps.
- ✓ Support the child in becoming independent in self-care at home and school.
- ✓ Provide visuals to encourage independent clean up after play.
- ✓ Model how to accomplish goals.



#### Self-Management and Self Awareness

- ✓ Talk about individual strengths and weaknesses, focusing on abilities.
- ✓ Provide opportunities to focus on individual strengths.
- ✓ Teach strategies to help child manage their feelings and behaviors.



#### Self Determination and Self Advocacy


- ✓ Assist child to express preferences and order own meals.
- ✓ Allow child to lead activities (modeling, role-playing, play).
- ✓ Give the child responsibilities (care for pet, cleaning, classroom jobs).
- ✓ Reward and reinforce desired behaviors.
- ✓ Use books, social stories, and narratives to teach about emotions.

*Continue to next age/grade band, but keep this record and continue to update.*

# Elementary School (Grades 1–5)

## Next Steps to Independence: Skills and Strategies


**Legend:** C=Complete; P=In Progress; N=Not Needed



### Choice-Making & Decision-Making

**Child Can:**


- C  P  N Demonstrate decision-making skills (identify safe and unsafe situations, come up with solutions to social issues, and identify consequences of decisions).
- C  P  N Take the time to think about choices before deciding.
- C  P  N Demonstrate a sense of self and show empathy (use safe spaces and recognize others' emotions).
- C  P  N Make choices and decisions related to safety concerns with help.



### Goal Setting & Independence

**Child Can:**


- C  P  N Keep up with and take care of personal belongings.
- C  P  N Manage self-care and dress independently.
- C  P  N Plan for daily tasks and begin to display time management skills.
- C  P  N Demonstrate preferences for friends or activities at the beginning level.
- C  P  N Set short-term goals and take steps to accomplish them with support.



### Self-Management & Self Awareness

**Child Can:**


- C  P  N Engage in calming strategies when stressed or upset.
- C  P  N Identify and show awareness of where they are struggling and get help independently.
- C  P  N Complete activities and assignments independently.
- C  P  N Initiate friendships independently.



### Self Determination & Self Advocacy

**Child Can:**

- C  P  N Role play leadership roles (play the teacher).
- C  P  N Take the initiative to start familiar and unfamiliar tasks.
- C  P  N Demonstrate persistence when an activity becomes challenging (doesn't give up).
- C  P  N Negotiate with teachers, peers, and family members.

*Continue to the next page.* 





## Elementary School (Grades 1–5)

### Next Steps to Independence: Skills and Strategies continued

#### Important Action Steps for Families

- Have your child screened for Virginia’s Developmental Disabilities (DD) waivers at your local Community Services Board (CSB) or the CCC Plus Waiver at local department of social services or local health department. They can be on the wait list for the DD Waiver and receive CCC Plus services, if eligible.
- Explore services that may be available for your children like Medicaid Early and Periodic Screening, Diagnostic and Treatment (EPSDT). If your child is eligible for Medicaid health insurance or is on a Medicaid waiver, they are entitled to EPSDT.
- Collaborate with your child’s teacher to develop their Individualized Education Program (IEP) or 504 Plan. Communicate your child’s strengths, interests, and challenges.
- Be sure you understand Diploma Options and State Assessments and how your choices can impact your child’s future.
- Talk with your child about participating in their IEP or 504 meeting to the extent they feel comfortable. This will help develop their self-advocacy skills.

#### Teaching and Learning Strategies

-  **Choice-Making and Decision-Making**
  - ✓ Create boundaries for choice-making and decision-making.
  - ✓ Use a daily schedule and mark off items as they are completed.
  - ✓ Model and role-play decision-making, including consequences of decisions.
  - ✓ Explore and discuss potential career choices.
  - ✓ Use career terms when you develop help charts in the classroom or at home.
-  **Goal Setting and Independence**
  - ✓ Use a daily schedule and mark off items as they are completed.
  - ✓ Assist with creating weekly goals and tracking progress toward completion.
  - ✓ Allow child to vote on home activities and recreational trips.
  - ✓ Encourage child to make choices throughout the day.
-  **Self-Management and Self Awareness**
  - ✓ Reward/reinforce desired behaviors.
  - ✓ Teacher strategies to help child manage their own feelings and behavior.
  - ✓ Use self-evaluation checklists and forms to help child self-reflect.
  - ✓ Teach time management strategies.
  - ✓ Role-play coping strategies paired with different emotions.
  - ✓ Create connections between situations and different ways to feel.
  - ✓ Model appropriate emotions for different situations.
-  **Self Determination and Self Advocacy**
  - ✓ Engage in volunteer activities together.
  - ✓ Encourage ordering own food at restaurants.
  - ✓ Start a savings account and begin teaching the child about money.
  - ✓ Have the child participate in IEP meetings as appropriate.
  - ✓ Assist child in identifying and expressing their needed academic supports.

*Continue to next age/grade band, but keep this record and continue to update.* 

**Middle School (Grades 6–8)**

Next Steps to Independence: Skills and Strategies

**Legend:** C=Complete; P=In Progress; N=Not Needed

**Choice-Making & Decision-Making**

**Goal Setting & Independence**

**Self-Management & Self Awareness**

**Self Determination & Self Advocacy**

**Child Can:**

C	P	N	Demonstrate self-determination skills (select courses, volunteer, negotiate with friends and family).	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C	P	N		Choose or give input on elective courses based on personal preferences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C	P	N		Participate in IEP meetings (introduce self, talk about accommodations, classes) as comfortable.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C	P	N	Participate in clubs and sports.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Child Can:**

C	P	N	Give input into IEP goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Give input on IEP or 504 plan accommodations and modifications.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Begin to think about and give input on postsecondary goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Choose weather-appropriate clothes and dress independently.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Participate in and lead (as comfortable) person-centered planning meetings and transition IEP meetings that must begin by age 14.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Child Can:**

C	P	N	Maintain good attendance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Take medication on their own or with minimal support.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Keep a preferred planner to manage school and extracurricular work.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Appropriately interact with peers in social situations, structured & unstructured.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Effectively use behavior strategies to be successful in various situations and environments.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Identify peer pressure & strategies to avoid it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Demonstrate awareness of their disability and can name it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Child Can:**

C	P	N	Exhibit self-determination skills (problem-solving, setting goals, advocating for needs).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Participate in IEP, 504, and other meetings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Participate in career exploration classes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Assist in creating their course of study.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Answer "what if" questions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	P	N	Select elective courses independently based on personal preference.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Continue to the next page.*

## Middle School (Grades 6–8)

### Next Steps to Independence: Skills and Strategies continued

#### Important Action Steps for Families

- Collaborate with your child’s teacher to develop their IEP or 504 Plan. Communicate your child’s strengths, interests, and challenges.
- Have your child screened for Virginia’s **Developmental Disabilities (DD) waivers at your local Community Services Board (CSB) or the CCC Plus Waiver** at local department of social services or local health department. They can be on the wait list for the DD Waiver and receive CCC Plus services if eligible.
- Explore services that may be available for your children like Medicaid Early and Periodic Screening, Diagnostic and Treatment (EPSDT). If your child is eligible for Medicaid health insurance or is on a Medicaid waiver, they are entitled to EPSDT.
- Explore Pre-Employment Transition Services (Pre-ETS) for your 14 or older child with your school team and with the Department for Aging and Rehabilitative Services (DARS) or the Department for the Blind and Vision Impaired (DBVI).
- See PEATC’s **Guide to Transition for Families of Youth with Disabilities in Virginia** for more information on transition.

#### Teaching and Learning Strategies

##### Choice-Making and Decision-Making

- ✓ Assist the child with choosing elective courses.
- ✓ Provide the child with opportunities to choose accommodations for classes.
- ✓ Provide the child with a list of chores to do at home.
- ✓ Support the child in describing their accommodations.
- ✓ Assist the child in explaining how their accommodations support their learning.

##### Goal Setting and Independence

- ✓ Support the child in using checklists to monitor self-help skills.
- ✓ Encourage the child to participate in developing their IEP goals.
- ✓ Develop and track weekly or monthly class or home goals with the child.
- ✓ Encourage the child to attend and actively participate in their IEP/504 meetings.
- ✓ Teach the child what to do in an emergency (fire, accident, bad weather) and practice these routines until the child can respond independently.

##### Self-Management and Self Awareness

- ✓ Encourage the child to use a planner or calendar.
- ✓ Help the child prepare to participate in their IEP or 504 meeting including providing information on how they learn best.
- ✓ Help child communicate how medication makes their body & emotions feel.
- ✓ Encourage the child to consider others’ feelings.

##### Self Determination and Self Advocacy

- ✓ Assist the child with asking for help.
- ✓ Encourage the child to ask questions when they don’t understand.
- ✓ Help the child develop different techniques for asking for help.
- ✓ Help the child discover and communicate their strengths and weaknesses.
- ✓ Teach the child to describe their disability.

Continue to next age/grade band, but keep this record and continue to update.






# High School (Grades 9–12)

## Next Steps to Independence: Skills and Strategies


**Legend:** C=Complete; P=In Progress; N=Not Needed



### Choice-Making & Decision-Making

**Child Can:**


- C  P  N Demonstrate self-determination skills (select courses, apply for jobs and colleges, negotiate).
- C  P  N Assist in developing IEP goals.
- C  P  N Give input on appropriate accommodations or modifications.
- C  P  N Participate in career exploration, including Pre-Employment Transition Services.
- C  P  N Attend a college day visit or career fair on or off campus.
- C  P  N Show understanding of rights.
- C  P  N Show understanding of decision-making options such as supported decision making and guardianship.



### Goal Setting & Independence

**Child Can:**


- C  P  N Meet with counselor to discuss course of study.
- C  P  N Secure and maintain a part-time job.
- C  P  N Apply for college, trade school, or other post-high school options.
- C  P  N Express where they want to live after high school.
- C  P  N Lead their Transition IEP or 504 meetings.



### Self-Management & Self Awareness

**Child Can:**


- C  P  N Take their medication independently or with minimal assistance.
- C  P  N Keep a preferred planner to manage school, work, and other personal obligations or activities.
- C  P  N Interact appropriately with peers in various situations.
- C  P  N Effectively use behavior strategies to be successful in various situations and environments.
- C  P  N Identify peer pressure and strategies to avoid it.
- C  P  N Overcome obstacles when things become difficult.



### Self Determination & Self Advocacy

**Child Can:**

- C  P  N Demonstrate the ability to reason (make educated guesses, decide between two desired choices).
- C  P  N Understand the consequences of their actions, both positive and negative.
- C  P  N Participate in their IEP or 504 meetings (lead the meeting, discuss future plans, give presentations).
- C  P  N Assist in developing their postsecondary goals.
- C  P  N Identify their disability and advocate for their needs in various situations.

*Continue to the next page.* 

## High School (Grades 9–12)

### Next Steps to Independence: Skills and Strategies continued

#### Important Action Steps for Families

- Have your child screened for the DD or CCC Plus Medicaid waivers. If on the wait list for the DD Waiver, check status annually.
- Talk with your child’s doctors, insurance company or other benefits providers about what will change when your child turns 18.
- Talk with your school team and with the Department for Aging and Rehabilitative Services (DARS) or the Department for the Blind and Vision Impaired (DBVI) about Pre-Employment Transition Services and vocational rehabilitation services for job training and supports.
- Have your child reapply or apply for Supplemental Security Income (SSI) at 18 based on their income. If your child wants to work and gets SSI, talk to a Benefits Planner at DARS, through the DD Waiver (if receiving waiver services) or at SSA - Choose Work! to see how they can work and maintain their benefits.
- Assist your child in researching postsecondary education programs, including financial aid availability. Help them complete financial aid applications to help pay for school. Conduct college visits including meeting with disability support services offices.
- Be sure you and your child understand the transfer of rights at age 18 and prepare for it, including exploring decision-making options for legal, medical, educational, and financial decisions.
- Work with your child’s guidance counselor if they need accommodations for college entrance exams.
- See PEATC’s Guide to Transition for Families of Youth with Disabilities in Virginia for more information on transition.

#### Teaching and Learning Strategies



##### Choice-Making and Decision-Making

- ✓ Assist with choosing elective courses and the program of study for graduation.
- ✓ Provide opportunities to choose accommodations and supports for classes.
- ✓ Provide a list of clubs or activities to participate in before or after school.
- ✓ Encourage the child to provide information at their IEP meeting about how they learn best, and their likes, hopes, dreams, and challenges.
- ✓ Support the student-led IEP with the child as an active member of the team.



##### Goal Setting and Independence

- ✓ Talk about the transfer of rights at age 18.
- ✓ Encourage the child to create academic and personal goals.
- ✓ Develop and track weekly/monthly goals with the child.



##### Self-Management and Self Awareness

- ✓ Encourage the child to use a planner or calendar.
- ✓ Help the child develop strategies to handle emotions.
- ✓ Help the child communicate how medications make them feel.
- ✓ Help the child communicate with success means to them.



##### Self Determination and Self Advocacy

- ✓ Assist the child with asking for help.
- ✓ Encourage the child to ask questions when they don’t understand.
- ✓ Help the child learn different techniques for asking for help.
- ✓ Help the child discover and communicate their disability-related strengths and challenges.


Continue to next age/grade band, but keep this record and continue to update.




**18+ (Ages 18–22)**

# Next Steps to Independence: Skills and Strategies


**Legend:** C=Complete; P=In Progress; N=Not Needed




**Choice-Making & Decision-Making**



**Goal Setting & Independence**



**Self-Management & Self Awareness**



**Self Determination & Self Advocacy**

**Young Adult Can:**

- C  P  N Secure and maintain a part-time or full-time job.
- C  P  N Demonstrate self-help skills in multiple settings.
- C  P  N Demonstrate independent living skills and follow a daily routine.
- C  P  N Access community services after graduating high school.
- C  P  N Express decision-making option preferences like supported decision-making or power of attorney.
- C  P  N Be supported by their family member or other person as their legal guardian if they have been determined incapacitated by a Judge.

**Young Adult Can:**

- C  P  N Make decisions about their own adult living (where they will live, who they will live with, how they will pay rent).
- C  P  N Participate in continued education and training after graduating high school.
- C  P  N Demonstrate independent transportation/travel skills.
- C  P  N Participate in community recreation and leisure activities.

**Young Adult Can:**

- C  P  N Demonstrate transferable employability skills (critical thinking, leadership, communication, teamwork).
- C  P  N Refill prescriptions independently or with minimal assistance.
- C  P  N Follow a daily routine using a calendar and a schedule.
- C  P  N Appropriately interact with peers in various situations.
- C  P  N Maintain attendance requirements based on their IEP or by their employer.
- C  P  N Effectively use behavior strategies to be successful in a variety of situations and environments.
- C  P  N Identify peer pressure and strategies to avoid it.
- C  P  N Identify their disability and advocate for their needs.
- C  P  N Overcome obstacles when things become hard.

**Young Adult Can:**

- C  P  N Make decisions by themselves and identify a trusted adult when they need assistance.

*Continue to the next page.* →





## 18+ (Ages 18–22)

# Next Steps to Independence: Skills and Strategies continued

### Important Action Steps for Families

- Have your child screened for Virginia’s **Developmental Disabilities (DD) waivers at your local Community Services Board (CSB) or the CCC Plus Waiver at local department of social services or local health department.**
- Decide if your young adult should apply for SSI benefits based on your young adult’s income at age 18.
- Decide if your adult should apply for Medicaid based on their income: [CoverVA-Dept. of Medical Assistance Services.](#)
- Ensure that your child, if still in school, is participating in their IEP or 504 meetings, especially those relating to transition and verify their graduation/exit date.
- Assist your young adult to register to vote if they want to do so. If your child was born male, be sure they register for [Selective Services](#). This is mandatory.
- Be sure your child has a valid ID. Go to the [Virginia Department of Motor Vehicles](#).
- Be sure your child is working with the [Department for Aging and Rehabilitative Services \(DARS\)](#) or the [Department for the Blind and Vision Impaired \(DBVI\)](#) if they need help obtaining or maintaining a job.
- For more information, see PEATC Fact Sheet: [Turning-18-in-Virginia](#) or [Turning-18-in-Virginia for Military Families](#).

### Teaching and Learning Strategies

-  **Choice-Making and Decision-Making**
  - ✓ Provide opportunities to choose accommodations and supports for program activities.
  - ✓ Provide a list of transition-related community activities to participate in outside of school
  - ✓ Support the student-led IEP with the young adult as an active member of their team.
-  **Goal Setting and Independence**
  - ✓ Encourage the young adult to create academic and personal goals.
  - ✓ Develop and track weekly or monthly school or home goals with the young adult.
  - ✓ Help the young adult understand adult rights and responsibilities.
-  **Self-Management and Self Awareness**
  - ✓ Encourage the young adult to use a planner or calendar.
  - ✓ Help the young adult develop strategies to handle emotions.
  - ✓ Help the young adult communicate how medication makes them feel (body and emotions).
  - ✓ Support the young adult in assuming adult rights and responsibilities.
-  **Self Determination and Self Advocacy**
  - ✓ Assist the young adult with asking for help.
  - ✓ Encourage the young adult to ask questions when they don’t understand.
  - ✓ Help the young adult develop different techniques to ask for help.
  - ✓ Help the young adult discover and communicate their disability-related strengths and weaknesses.
  - ✓ Support the student-led IEP with the student as an active member.