

TRANSITION SERVICES

EXAMPLES of COORDINATED SET of ACTIVITIES

~ SAMPLE ACTIVITIES and STRATEGIES ~

INTRODUCTION

The sample activities/strategies in each of the following transition areas on the following pages are only a partial listing of the many activities that an IEP team could recommend and put into the statement of needed transition services. In developing the activities in the statement of needed transition services, it should be kept in mind that the area in which the activity/strategy is listed is not what is most important. Many of the activities/ strategies could be justified under one or more of the seven areas. What is most important is making sure that all of the critical activities/strategies are identified and listed in one of the seven areas.

The specific listing of activities/strategies must be individualized for each student based upon their needs, preferences, personal interests, and desired post-school goals. Not all of the example activities/strategies will apply to any one student. It should also be remembered that the listing of all of the activities/strategies cannot be completed during the next 12 months nor completed by only school staff. This statement is a long-range plan for post-school adult life and, when combined, all of the activities reflect all of the things that should be done to help the student prepare for and make the move into whatever they choose to do when they leave the school system. While only some of the most important activities/strategies will be addressed in any one given school year, all of the activities/strategies must be reviewed and refined each year based upon what has been accomplished, the current and projected future needs of the student, and emerging student preferences and interests.

Instruction
Community Experiences
Employment
Related Services
Post-school and Adult Living Skills
Acquisition of Daily Living Skills
Functional Vocational Evaluation

INSTRUCTION

Activities/strategies listed in this area have to do with “instruction,” whether that is a formal or informal imparting of knowledge or skills. The activities/strategies can include, but are not limited to, such things as:

- Broad curricular areas of needed coursework, educational experiences, skill training, etc.
- Activities/strategies that are necessary to prepare for and take part in college, continuing education, further skill training, adult living, etc.

Activities/Strategies:

1. Collect information regarding the student's desired postsecondary educational involvement.
2. Visit college campuses and meet with student support services.
3. Consider enrollment in a tech-prep program with supports for eleventh grade
4. Consider enrollment in a cooperative education course.
5. Learn about Section 504 of the Rehabilitation Act and Americans with Disabilities Act.
6. Explore admission requirements for enrollment at a Vocational/Technical School
7. Learn about the process for accessing apartments for rent.
8. Obtain information on continuing and adult education opportunities
9. Learn about the Americans with Disabilities Act
10. Enroll in Self-Advocacy/Self-Awareness Studies
11. Enroll in a career selection course.
12. Enroll in an adult living course.
13. Enroll in an internship/apprenticeship program
14. Participate in extra curricular activities such as _____
15. Enroll in Adult/Continuing Education courses such as _____
16. Enroll in Community College courses such as _____
17. Enroll in parenting classes.
18. Learn about time management
19. Practice negotiation skills for job raises, car purchases, etc
20. Access tutoring services in school or through a private agency
21. Write an informational interview letter to the DSS at postsecondary schools of interest
22. Complete a learning styles inventory to identify preferences and strength modes
23. Take a GED pre-test (TABE)
24. Research college scholarship opportunities
25. Apply for a Big Brother/Big Sister to help with homework and mentoring
26. Take a CPR/First Aid course
27. Enroll in a SAT prep course
28. Learn about community agencies that provide services/support to people with disabilities.
29. our post-school occupational training programs.
30. Obtain, complete, and submit applications to colleges of choice
31. Obtain, complete, and submit applications for tuition assistance
32. Register for classes with city parks and adaptive recreation programs
33. Special education supports in identified classes
34. Take transportation mobility courses
35. Learn and practice self-advocacy.

RELATED SERVICES

Activities/strategies in this area should consider the current and projected related service needs of the student. This area of the statement of needed transition services is not for specifying the needed related services for the next school year. Related services for the coming school year should be addressed in another section of the IEP. Rather, the context of related services in this statement has to do with determining if the related service needs will continue beyond school, helping to identify who or what agency might provide those services, helping to identify how the student and parent can access those services and then connecting the student and parent to whomever will provide those services before the student leaves the school system. This type of planning, discussion, and identifying of activities/strategies should make the move from the school being one related service provider to another adult agency or service provider as seamless as possible for students and families.

1. Identify and visit community mental health agencies.
2. Identify potential post-school providers of related services and funding sources.
3. Identify potential post-school providers of recreation therapy or occupational therapy and potential funding sources.
4. Visit potential post-school providers of physical therapy.
5. Learn to use a guide dog effectively.
6. Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency.
7. Engage in conversations using an augmentative communication device.
8. Receive orientation and mobility training in place of employment.
9. Interview a job coach for assistance with learning job tasks.
10. Learn about potential post-school providers of speech therapy.
11. Explore city/county transportation options.
12. Apply for eligibility with state transportation program.
13. Apply for Supplemental Security Income (SSI) from the Social Security Administration.
14. Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job.
15. Identify possible sources of support for coping with difficult life situations.
16. Obtain a driving capability assessment from _____.
17. Interview and select an adult provider.
18. Modify vehicle—explore options for modified transportation.
19. Complete an assistive technology evaluation.
20. Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology etc.).

COMMUNITY EXPERIENCES

Activities/strategies listed in this area emphasize activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities should encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, or other opportunities.

1. Investigate participation in church/temple or social/recreation events.
2. Learn about and visit potential places in the community to shop for food, clothes, etc.
3. Investigate opportunities for socialization training in the community.
4. Investigate youth volunteer programs.
5. Investigate participation in community sports teams or organizations (e.g., softball, bowling, etc.).
6. Investigate different housing/living options.
7. Join a community recreation center or YMCA.
8. Learn about the community theater group.
9. Learn about the community symphonic organization.
10. Investigate participation in the community arts council.
11. Learn about the community clubs.
12. Identify different living/housing options.
13. Tour apartments for rent.
14. Investigate participation in community civic and social organizations (e.g., Lions Club, Rotary, Elks, Jaycees, Kiwanis, etc.).
15. Collect information regarding the student's desired postsecondary community involvement.
16. Obtain a state identification card or driver's license.
17. Register to vote and/or the selective service.
18. Join a community team or organization (e.g., church group, self-advocacy club, Toastmasters, Alcoholics Anonymous, bowling league, etc.).
19. Learn to ride a skateboard, roller blade, bike or other outdoor activity.
20. Visit the mall and food court with a provider; identifying stores and meals of choice.
21. Observe a courtroom or jury duty process.
22. Determine transportation options within the community (e.g., city bus, taxi, Dial-a-Ride, Red Cross, Safe Ride, carpool, etc.).
23. Use relevant community resources (health care facilities, bank, library, Laundromat, postal services).
24. Attend and participate in local government activities (e.g., council meetings, school board meetings, city/council public hearings, etc.).
25. Participate in age appropriate social activities (e.g., dances, dating, concerts, sporting events, etc.).
26. Open a bank account.
27. Tour colleges and technical schools.
28. Register for classes with city parks and adaptive recreation programs.
29. Identify and learn about community medical and health services.
30. Understand and pay form small purchases in the community.

EMPLOYMENT

Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

1. Collect information on desired employment and career interests for adult life.
2. Work towards obtaining a license to become a _____.
3. Meet with adult workers in the career field of _____.
4. Participate in a career awareness program.
5. Participate in a community-based career exploration program.
6. Explore possible summer employment through the Summer Youth Program.
7. Meet with supported employment agencies to identify and evaluate their services.
8. Learn about the WorkSource one-stop career centers.
9. Obtain information and/or apply for youth apprenticeship program.
10. Complete the online application for Vocational Rehabilitation Services (DVR).
11. Schedule a visit with the local Vocational Rehabilitation (DVR) office to determine eligibility for services.
12. Meet with a Vocational Rehabilitation (DVR) counselor to develop an Individualized Plan for Employment (IPE).
13. Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for a job coach.
14. Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business.
15. Learn more about the voucher for Ticket to Work (for SSI beneficiaries) and interview providers.
16. Contact the state services for the Blind and Visually Impaired for employment services.
17. Register with Employment Services.
18. Participate in a supported employment job experience.
19. Visit the labor organization offices for a local union.
20. Visit possible employment sites.
21. Practice completing job applications and interviewing skills.
22. Obtain a paid job in an area of interest.
23. Conduct informational interviews with local business managers.
24. Memorize Social Security number.
25. Attend transition fair or career fair at school and/or in the community.
26. Access various resources for assistance in job searching: want ads, employment agencies, on-line resources.
27. Obtain a list of providers that conduct person-centered planning, job development and placement, and job coaching.
28. Draft resume, cover letters, and thank you notes for after interviews.
29. Meet with a Job Corps counselor.
30. Participate in job shadowing.
31. Observe job site and develop a task analysis for job activities.
32. Purchase clothes for job interviews.
33. Research jobs that do not require further education.

Adapted from *Helping Educators, Parents and Other Stakeholders Understand: Post-school Outcomes, Course of Study and Coordinated Set of Activities* by Ed O'Leary and Wendy Collison, 2002

34. Complete a job application accurately.
35. Obtain a paid job in a skill and/or interest area.
36. Learn how to interview, write resumes, cover letters and do a job search.
37. Participate in chores at home.
38. Volunteer in the community.
39. Learn strengths and skills.
40. Understand factors that influence job retention, dismissal, and promotion.

POST-SCHOOL ADULT LIVING

Activities/strategies listed in this area emphasize activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, planning for retirement, and accessing adult services such as Social Security.

1. Register to vote and learn about the election process.
2. Obtain a driver's license.
3. Obtain assistance to complete a tax return.
4. Explore insurance issues/needs.
5. Explore guardianship issues and estate planning.
6. Apply for disability card for reduced fees with public transportation.
7. Obtain assistance on management of financial resources and legal issues.
8. Contact the Center for Independent Living for information on self-advocacy.
9. Learn about ways to purchase/lease a car and maintain vehicle or obtain modifications.
10. Open a bank account and manage finances/budget/bills.
11. Apply for housing assistance (HUD).
12. Apply for consumer education on home buying and informed decision-making.
13. Learn about expectations for eating in restaurants.
14. Obtain information on managing personal health and fitness.
15. Plan for vacation/leisure activities.
16. Learn about a personal planning process.
17. Learn about consumer skills, rights, and responsibilities.
18. Join the local YMCA, YWCA, health club, or community recreation center.
19. Obtain information about financial planning and investing.
20. Contact the state Commission for the Blind and Visually Impaired to obtain training on independent living.

DAILY LIVING SKILLS

Daily living skills are those activities that adults do most every day. These can include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

1. Visit community agencies that provide daily living skills training to adults.
2. Develop a contact list of agencies that provide residential supports in this county.
3. Meet with and interview adults with disabilities and their families who are receiving residential supports.
4. Register with the Division of Developmental Disabilities (DDD).
5. Contact a DDD case manager to be placed on the residential service waiting list.
6. Visit/tour a variety of adult housing options with supports. *
7. Develop a network of informal supports (i.e., friends, neighbors, etc.).
8. Explore possible technology and adaptive assistance.
9. Develop emergency procedures for use at home.
10. Take courses in foods, family life, child development, and life management.
11. Understand directions for taking medications.
12. Select a primary care physician and dentist.
13. Schedule and keep medical appointments.
14. File taxes.
15. Take childcare classes.
16. Take a cooking class.
17. Sign up for utilities (i.e., gas, water, electric, telephone, cable, etc.).
18. Learn to operate a washer and dryer.
19. Enroll in Lamaze and prenatal care classes.
20. Visit a local car dealer to determine whether to buy or lease a car.
21. Prepare an initial housing budget (e.g., down payment, furniture, bath towels, cleansers, utilities, etc.).
22. Cost compare for household items (e.g., appliances, linens, etc.).
23. Meet with a doctor to discuss birth control/family planning options.
24. Manage daily time schedule.
25. Open a checking/savings account.
26. Manage money and pay bills.
27. Meet with a family financial planner.
28. Listen to the weather forecast to plan daily/weekly outings.
29. Develop a personal fitness routine.
30. Obtain a bank ATM card.
31. Visit a bank to discuss a car or school loan.
32. Meet with a potential landlord.
33. Investigate local insurance companies for automobile and rental or homeowner's insurance.
34. Maintain a home or residence interior and exterior.
35. Purchase food and prepare meals.
36. Purchase clothing and learn how to care for clothes.
37. Learn about the physical and personal care of children.
38. Learn and practice decision making skills.

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39. Time management skills.
40. Care for toileting needs.
41. Dress and undress self.
42. Communicate personal information (name, address, telephone).
43. Prepare and serve food that requires little or no cooking.
44. Dress appropriately for specific situations (weather, special events, interviews).
45. Chose and wear clothing appropriate in size, color, pattern and style.
46. Recognize when specific things need cleaning (sinks, floors, clothing)
47. Learn how to seek medical assistance.
48. Treat minor illnesses (headaches, body aches, nausea).
49. Sort, wash, dry, fold and put away laundry.
50. Practice preventive health care (manage body weight, sufficient sleep, no substance abuse).

FUNCTIONAL VOCATIONAL EVALUATION

A functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal or informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, courses of study, and employment activities/strategies in the statement of needed transition services.

1. Participate in a community-based situational vocational assessment program.
2. Develop a vocational profile based on functional information.
3. Provide opportunities for job sampling in the community.
4. Contact agencies that provide functional vocational assessments in the community.
5. Meet with employers to develop a situational vocational assessment site in the community related to interest in _____.
6. Collect functional information regarding the student's vocational interests and abilities.
7. Refer to appropriate professional to conduct a comprehensive vocational evaluation
8. Use existing functional information about the student to develop functional assessments.