



Transition Services/Activities

Transition service activities should be developed as a coordinated set of activities by considering each of the following:

Instruction: this is what the student needs to receive in specific areas to complete needed courses, succeed in the general education setting and gain needed skills post high school. This can include special education classes, general education classes, technical classes, work based learning, etc....

Related Services: what they student may need to benefit from special education while in school. Generally, the IEP team should also begin to consider related service needs the student may have as they enter the adult world. If related services are needed beyond high school, the IEP should identify, as appropriate, the adult agencies or providers needed before the student leave school.

Community Experiences: these are provided outside the school building or in the community. Examples may include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling, and recreational activities.

Employment or other post-school adult living objectives: used to help the student achieve their desired post-secondary goals. These could be services leading to a job or career or those that support activities done occasionally, such as registering to vote, filing taxes, renting, accessing medical services, insurance or accessing adult services.

Acquisition of daily living skills: daily living skills are those activities that adults do every day, such as; preparing meals, budgeting, maintaining a home, paying bills, laundry, grooming, etc.

Functional vocational evaluation: this is an assessment process that provides information about job or career interests, aptitudes and skills. Information may be gathered through assessments, observations, or formal measures.

The IEP team will need to consider each of these areas when identifying needed transition service activities and include them on the IEP when a services activity is needed. Each area is to be considered in relationship to support the attainment of the measurable post-secondary goals identified by the student. Consideration for each of these areas helps ensure that the services are coordinated, comprehensive and that the student will have access to the services, supports, and programs they need.

*****The next page is a brainstorm of activities for each transition services area that can be used while planning transition at the IEP meeting.***

Transition Services/Activities

Activities are things identified in the student's IEP/IIP to assist them in achieving their measurable post-secondary goals. 34 CFR 300.43(a) **Transition services** means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, *including postsecondary education, vocational education, integrated employment, continuing adult education, adult services, independent living, or community participation.*

Transition services are closely related to the student's annual goals with benchmarks or short-term objectives. An activity can be done in collaboration with other participating agencies, parents, and the student and may not require specialized instruction. *If a participating agency fails to provide the transition services described in the IEP, the team must reconvene to identify alternative strategies to meet those goals.*

<p style="text-align: center;"><u>Community Participation</u></p> <p>Participate in extracurricular activities (clubs,sports) Use of transportation/need for travel training Participation in community recreational/leisure activities Strengthening friendships/relationships Voting/citizenship Social groups/clubs Volunteering Skills training Teaching self-advocacy Learn about outside agencies/community resources Utilization of Assistive Technology Learn about and visit potential places in the community Learn about street safety Acquire state ID Learn about personal information Identify different living/housing options Learn about voting Attend College for A Day, transition fairs, mentoring day</p>	<p style="text-align: center;"><u>Employment</u></p> <p>Learn about, apply, and/or meet with Vocational Rehabilitation Services Memorize social security number and personal information Participate in TREC curriculum Practice completing job applications, resume, and interviews Participate in job shadowing experiences Complete career interest inventories Utilization of Assistive Technology Participate in Work Based Learning Participate in city or county work experience programs Learn pre-employment skills Learn about and apply for country services Enrollment in academic coursework to ensure students are gaining skills to advance to best career opportunities. Learning self-advocacy skills Development of social skills Linkages to state agencies Attend College for A Day, transition fairs, mentoring day</p>
<p style="text-align: center;"><u>Related Services</u></p> <p>Learn about and/or participate: Vocational Rehabilitation Services Mental Health County Services Center for Independent Living College Disability services Participate with the (SSW, OT, PT, DAPE...) to increase..... Complete applications for (above) Attend College for A Day, transition fairs, mentoring day</p>	<p style="text-align: center;"><u>Functional Vocational Evaluation</u></p> <p>Collect function information regarding the student's vocational interests and abilities Provide job sampling opportunities in the community. Learn about and apply for VRS. Complete vocational assessments Develop personal fitness routine.</p>
<p style="text-align: center;"><u>Post-Secondary Training & Adult Living</u></p> <p>Learn personal information Learn appropriate social skills and pre-employment skills Learn appropriate behaviors for various social settings Join local YMCA or fitness club Kitchen safety Explore guardianship issues Visit adult service providers in the community Enrollment in college prep courses Accommodations to meet gen. ed. Class requirements Learning strategies to meet student needs (study skills, time management, organization...) College entrance exams (ACT/SAT, ACCUPLACER...) Learn about college disability services Explore college programs Learn about financial aid and scholarships Learn about self-advocacy, social skills... Learn about apply for state agencies/community resources Utilization of Assistive Technology Understand union apprenticeship programs Research admission requirements for post-secondary Learn about military careers/ASVAB Attend College for A Day, transition fairs, mentoring day Participates in transition course(s)</p>	<p style="text-align: center;"><u>Independent Living</u></p> <p>Personal/legal advocacy Personal/money management skills Increasing daily living skills Nutrition Personal and health insurance Skills training in community based setting Development of social skills Linkages to state agencies/community resources Utilization of assistive technology Pedestrian safety Learn about transportation Attain driver's license or state ID Learn about voting Learn about shopping Washing/drying clothes Learn about housing options and application process Attend College for A Day, transition fairs, mentoring day</p>
<p style="text-align: center;"><u>Instruction</u></p> <p>Student will increase... (list annual goals here) Complete learning styles inventory to identify preferences and strengths Participation in.... (list all classes, sped and gen. ed) Increase self-advocacy and social skills Attend College for A Day, transition fairs, mentoring day</p>	<p>These activities are just some of the never ending examples you can use to assist when discussing transition.</p>