

Coordinated Set of Activities by Transition Area

Instruction	p. 2
Related Services	p. 4
Community Experiences	p. 5
Employment	p. 7
Other Post School Living Objectives	p. 9
Acquisition of Daily Living Skills	p. 10
Functional Vocational Evaluation	p. 12

*This document is a combination of works by Dr. Ed O'Leary, Wendy Collison and CESA 7
Adopted 12/14/10*

Suggested Transition Activities for “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:

1. Collect information regarding the student’s desired postsecondary educational involvement
2. Investigate graduation status and follow-up
3. Visit college campuses and meet with student support services
4. Enrollment in a tech-prep program
5. Enrollment in a cooperative education course
6. Learn about Section 504 of the Rehabilitation Act and Americans with Disabilities Act
7. Explore admission requirements for possible part-time enrollment at a Vocational/Technical School
8. Learn about the process for accessing apartments for rent
9. Obtain information on continuing and adult education opportunities
10. Enroll in Self-Advocacy/Self-Awareness Studies
11. Enroll in career and vocational education/vocational English
12. Take occupation specific courses
13. Enroll in an adult living course
14. Enroll in an internship/apprenticeship program
15. Participate in extra curricular activities such as _____
16. Enroll in Adult/Continuing Education courses such as _____
17. Enroll in Community College courses such as _____
18. Enroll in parenting classes
19. Learn financial management-money skills
20. Learn about time management
21. Practice negotiation skills for job raises, car purchases, etc.
22. Access tutoring services in school or through a private agency
23. Write an information interview letter to the disabilities resource coordinator at a postsecondary school of interest
24. Complete a learning styles inventory to identify preferences and strength modes
25. Take a GED pre-test
26. Apply for a Big Brother/Big Sister to help with homework and mentoring
27. Take a CPR/First Aid course
28. Enroll in a SAT prep course
29. College prep: courses, ACT/SAT, application
30. Learn about community agencies that provide services and support to people with disabilities
31. Tour post school occupational training programs
32. Obtain, complete, and submit applications to colleges of choice
33. Research college scholarship opportunities
34. Obtain, complete, and submit applications for tuition assistance programs
35. Take classes through the local 4-H organization
36. Enroll in and take classes through the local County Extension Program
37. Special Education supports in identified classed
38. Apply for and take modified ACT testing
39. Take Transportation Mobility courses
40. Learn and practice self-advocacy
41. Learn about employability skills and schedule a work experience
42. Develop work readiness skills and vocational English
43. Learn about and practice social skills

44. Learn about and practice communication skills
45. Learn about the decision making process and practice the skills
46. Develop Crisis Management skills
47. Take driver's education

Suggested Transition Activities for “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. Rehabilitation counseling
2. Orientation and mobility services
3. Any linkages to adult agencies or providers
4. Develop a list of people, phone numbers, etc., who can be resources to you once you leave school. Keep this information in a safe place that you remember!!!
5. Apply at adult support agencies
6. Identify and visit community mental health agencies
7. Identify potential post school providers of related services and funding sources
8. Identify potential post school providers of recreation therapy or occupational therapy and potential funding sources
9. Visit potential post school providers of physical therapy
10. Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency
11. Engage in conversations using an augmentative communication device
12. Receive orientation and mobility training in place of employment
13. Interview a job coach for assistance with learning job tasks
14. Learn about potential post school providers of speech therapy
15. Explore city/county transportation options
16. Apply for eligibility with state transportation program
17. Apply for eligibility with the state division of Mental Health Services
18. Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA)
19. Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job
20. Identify possible sources of support for coping with difficult life situations
21. Obtain a driving capability assessment from _____
22. Interview and select an adult provider
23. Modify vehicle — explore options for modified transportation
24. Complete an assistive technology evaluation
25. Enroll in a delinquency prevention program
26. Obtain new equipment (wheelchair, seating, braces, Assistive Technology, etc.)
27. Line up audiological services for post school
28. Contact college/tech school to arrange for class interpreters
29. Include involvement of school health and social work services

Suggested Transition Activities for “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. Able to get to relevant community resources (health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylist)
2. Uses relevant community resources (health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylist)
3. Able to make and keep own appointments
4. Able to identify appropriate resource for problem solving
5. Demonstrates appropriate social behaviors in the community (tipping, asking for assistance, standing in line, being quiet in relevant situations)
6. Demonstrates an understanding of cost saving techniques (comparison shopping, sale prices, discount stores versus department stores)
7. Able to get around in the community (driver’s license/vehicle, public transportation, maps/schedules/asking for directions)
8. Develop a realistic plan for addressing post secondary housing needs and demonstrates the ability to secure housing (understands cost of different types of housing, housing contracts, process of relocating)
9. Has applied for residential services
10. Able to understand purchasing options and pay for large purchases in the community (credit cards, loans)
11. Demonstrates an understanding of basic insurance needs and where to purchase coverage
12. Finds specified areas with his/her own school and neighborhood
13. Understands relevant community signs (Men, Women, Do Not Enter, Danger)
14. Accesses services and items which have a constant location (restrooms, classrooms, school, ordering counters, ticket booths, bus stops)
15. Selects and orders his/her own food in restaurants
16. Safely crosses streets including those with traffic lights
17. Locates needed items in grocery store
18. Recognizes and understands cost and pays for small purchases in the community
19. Knows the dangers of accepting assistance or goods from strangers
20. Uses a pay phone
21. Able to respond to emergency situations in the community (missing the bus, contact with strangers, being lost)
22. Able to identify the locations of and get to social service agencies (employment agencies, rehabilitation services, social services, adult services)
23. Practice banking, budgeting, and shopping skills
24. Use public transportation or get a driver’s license
25. Join local organization or club
26. Register to vote, learn how to vote
27. Explore new ways to use leisure time
28. Identify any supports needed to participate in activities
29. Knowledgeable about banking options: checking, savings, etc.
30. Identified specific community facilities to join for recreation/leisure services
31. Identified specific recreation/leisure activities of choice and can participate independently

32. Identified activities of choice to do with family members or friends
33. Identified activities of choice to do with a provider
34. Participates with group activities supported by a provider
35. Investigate participation in church/temple or social/recreation events
36. Learn about and visit potential places in the community to shop for food, clothes, etc.
37. Investigate youth volunteer programs at the library
38. Investigate youth volunteer programs at the hospital
39. Investigate participation in community sports teams or organizations (softball, bowling, etc.)
40. Join a community recreation center of YMCA
41. Learn about the community theater group
42. Learn about the community horticultural club
43. Learn about the community historical preservation society
44. Identify different living/housing options
45. Tour apartments for rent
46. Investigate participation in community civic and social organization (Lions Club, Jaycees, Kiwanis, etc.)
47. Obtain a state identification card or driver's license
48. Join a community team or organization (church group, bowling league, etc.)
49. Learn to ride a skateboard, roller blade, bike, or other outdoor activity
50. Observe a courtroom or jury duty process
51. Register for classes with city parks and adaptive recreation programs
52. Register with Selective Service
53. Understands and able to participate in the voting process
54. Tour colleges and technical schools

Suggested Transition Activities for “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 regarding the student’s desired employment and career interests for adult life beyond college and/or postsecondary vocational training
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 JTPA program
7. Meet with supported employment agencies to identify and evaluate their services
8. Participate in a supported employment job experience
9. Learn about the county one-stop career centers
10. Obtain information and/or apply for youth apprenticeship program
11. Complete the online application for DVR
12. Schedule a visit with the local DVR office to determine eligibility for services
13. Meet with a DVR counselor to develop an Individualized Plan for Employment (IPE)
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 Commission for the Blind and Visually Impaired to obtain employment services
17. Register with Employment Services
18. Take the ASVAP
19. Visit the labor organization offices for a local union
20. Practice completing job applications and interviewing skills
21. Obtain a paid job in an area of interest
22. Conduct an informational interview with military branch officers
23. Memorize your Social Security number
24. Attend transition fair or career fair at school and/or in the community
25. Research through O’Net careers, qualifications and specifications, and key words for resume development
26. Obtain a list of providers to DVR who conduct person-centered planning, job development and placement, and job coaching
27. Draft resume, cover letters, and thank you notes for after interviews
28. Meet with a Job Corps counselor
29. Participate in job shadowing
30. Observe job site and develop a task analysis for job activities
31. Purchase clothes for job interviews
32. Meet with armed forces recruiter
33. Exhibit punctuality
34. Understand factors which influence job retention, dismissal, and promotion
35. Respond appropriately to verbal correction from others
36. Maintain a productive work rate
37. Follow directions without complaint
38. Maintain appropriate work habits when supervisor is not present
39. Demonstrate the skills necessary to perform successfully in a job interview
40. Accurately complete a job application

41. Have a variety of successful community-based work experience
42. Participate in chores at home
43. Visit possible employment sites
44. Volunteer in your community
45. Learn how to interview, write resumes, cover letters, and do a job search
46. Get a part-time job in your area of interest
47. Go on informational interviews with employers
48. Learn your strengths and skills
49. Demonstrate good attendance
50. Demonstrates appropriate hygiene and grooming
51. Recognizes the need to eventually support himself/herself
52. Understands how work provides opportunity to develop personal relationships
53. Understands how work contributes to self-confidence
54. Understands how workers contribute to society
55. Understands a paycheck
56. Responds appropriately to authority figures
57. Understands that some jobs do not require further education
58. Understands the relationship between specific jobs and the education required
59. Able to access various resources for assistance in job searching: want ads, employment agencies, on-line resources
60. Demonstrates the necessary interpersonal skills to work with others (good listening skills, good verbal communication skills)
61. Able to locate and complete information for grants, loans, scholarships
62. Able to schedule and follow through on college/tech school visits

Suggested Transition Activities for “Other Post School Living Objectives”

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. Collect information regarding the student’s desired residential life beyond high school and a residential postsecondary education setting
2. Post secondary housing options have been identified
3. Application made for post secondary housing
4. Application made to post secondary educational options
5. Application made for financial assistance to access post secondary training/learning options
6. Plan for accessing post secondary education that matches student’s career choice
7. Demonstrates self confidence (i.e. communicates need for appropriate accommodations, practices self-advocacy skills in a variety of settings, feels good about self)
8. Demonstrates self awareness (i.e. understanding of physical self; identifies abilities, interests, areas of weakness; understands personal emotions; understands the implications of disability; understands and identifies personal goals)
9. Register to vote and learn about the election process
10. Register for selective service and learn about public service obligations/opportunities
11. Obtain a driver’s license
12. Obtain assistance to complete a tax return
13. Explore insurance issues/needs
14. Explore guardianship issues and estate planning
15. Apply for disability card for reduced fees with public transportation
16. Obtain assistance on management of financial resources and legal issues
17. Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations
18. Open a bank account and manage finances/budgets/bills
19. Apply for credit cards and manage personal debt
20. Apply for housing assistance (HUD)
21. Apply for consumer education on home buying and informed decision-making
22. Visit adult service providers in the community
23. Learn about expectations for eating in restaurants
24. Obtain information on managing personal health and fitness
25. Meet with a social worker to discuss interpersonal skill development
26. Plan for vacation/leisure activities
27. Learn about consumer skills, rights, and responsibilities
28. Join the local YMCA, YWCA, health club, or community recreation center
29. Obtain information about financial planning and investing
30. Contact the state Commission for the Blind and Visually Impaired to obtain training on independent living

Suggested Transition Activities for “Acquisition of 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 Department of Human Services
5. Contact a DHS 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 (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. Knows where and how to find post school housing
18. Sign up for utilities (gas, water, electric, telephone, cable, etc.)
19. Learn to operate a washer and dryer
20. Visit a local car dealer to determine whether to buy or lease a car
21. Prepare an initial housing budget (down payment, furniture, bath towels, cleansers, utilities, etc.)
22. Cost compare for household items (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
36. Prepare meals
37. Purchase clothing and learn how to care for clothes
38. Learn about the physical and personal care of children
39. Learn and practice decision making skills
40. Time management skills
41. Consumer skills
42. Cares for personal toileting needs
43. Dresses and undresses self

44. Able to communicate personal information (i.e. name, address, gender, telephone number)
45. Prepares and serves foods which requires little or no cooking
46. Demonstrates acceptable eating behaviors (i.e. uses utensils appropriately, chews with mouth shut, takes appropriate sized bites, uses napkin, practices good manners)
47. Makes local calls and responds appropriately to incoming calls
48. Dresses appropriately for specific situations (i.e. weather, special events, casual, seasonal)
49. Able to maintain a comfortable room temperature in the home (i.e. open and close windows, adjust thermostat, open and close doors)
50. Chooses and wears clothing appropriate in size, color, patten, and style
51. Demonstrates safety precautions in the home (i.e. use of locks, proper use of appliances)
52. Recognizes when clothing repair is necessary and can either mend the item or arrange for assistance
53. Demonstrates an understanding of words found in the home environment (i.e. on appliances, on medicines, on recipes)
54. Acts responsibly in caring for own and others' property
55. Able to prepare and serve simple foods which require cooking
56. Maintains a neat appearance (i.e. hair style, proper use of make-up, appropriate shaving, clean clothing)
57. Maintains a clean body (i.e. bathes, uses deodorant, brushes teeth, cares for menstrual needs, washes/dries hair)
58. Recognizes when specific things need cleaning (i.e. sinks, floors, clothing)
59. Able to determine temperature by reading a thermometer
60. Prepares and serves at least 3 simple meals which require little or no cooking
61. Demonstrates proper judgment in food storage
62. Knows how and when to seek medical assistance
63. Treats minor illnesses (i.e. headaches, nausea, fever, body aches)
64. Maintains own bedroom
65. Performs light household maintenance (i.e. simple repairs, change light bulbs, unclog drain)
66. Demonstrates qualities of a good citizen (i.e. obeys rules and laws, shows consideration for others, respects the environment)
67. Develops a shopping list based on recognized household and personal needs
68. Has an acceptable understanding of concepts related to sexual awareness
69. Sorts, washes, dries, folds, and puts away laundry
70. Performs basic first aid skills (i.e. treating cuts and burns, performing the Heimlich maneuver)
71. Understands measurement as it applies to everyday living
72. Demonstrates advanced telephone skills (i.e. long distance, phone card, directory, directory assistance, taking messages, call waiting/forwarding, cell phone)
73. Performs written correspondence
74. Practices preventive health care (i.e. manages body weight, gets sufficient sleep, does not abuse alcohol/drugs/makes and keeps routine medical/dental appointments)
75. Knows how to respond to household emergency situations (i.e. plumbing problems, heating problems, fire, accidents, poisoning, weather emergencies)

Suggested Transition Activities for “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. Completed a functional vocational evaluation
2. Produced observable work samples
3. Completed an interest/aptitude survey
4. Completed ASVAB
5. Teacher and parents/guardians completed an Enderle-Severson Transition Rating Scale
6. Completed non-verbal picture career interest inventory
7. Completed application to DVR
8. Other _____