

Transition Services/Coordinated Set of Activities Examples

Instruction:

- ❖ Tour postsecondary occupational training programs
- ❖ Contact local college for disability documentation policy
- ❖ Complete & submit application to p/s institution
- ❖ Tour Career Planning Center & inquire in to training programs available through them
- ❖ Visit college campuses & meet with disability coordinators
- ❖ Explore admission requirements for vocational/technical school
- ❖ Explore admission requirements for state colleges
- ❖ Write an info interview letter to the disabilities coordinator at a p/s school of interest
- ❖ Research college scholarship opportunities
- ❖ Obtain, complete and submit applications to colleges of interest
- ❖ Obtain, complete and submit applications for tuition assistance
- ❖ Complete learning styles inventory to identify preferences& strengths
- ❖ Complete an assistive technology evaluation
- ❖ Meet with military branch officers
- ❖ Meet regularly with HS guidance counselor re. necessary paperwork for college admissions
- ❖ Complete a study skills training class
- ❖ Attend Catch the Wave workshop (annually in April)
- ❖ Enroll in vocational education classes/multi-district classes
- ❖ Check with college/tech school about “auditing” classes
- ❖ Sign up for/take ACT-SAT test
- ❖ Request accommodations for ACT-SAT test if necessary
- ❖ Apply for financial aid for college (seniors)
- ❖ Review & update transition assessments (ESTR, TBI, Brigance Inventory, etc)



Related Services:

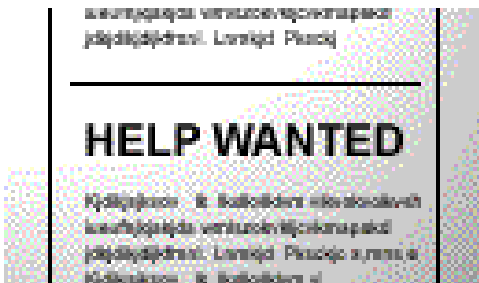
- ❖ Identify and visit community mental health agencies
- ❖ Visit potential postschool providers of physical therapy
- ❖ Learn to use a guide dog effectively
- ❖ Identify potential postschool providers of recreation therapy or occupational therapy and potential funding sources
- ❖ Receive orientation and mobility training in place of employment
- ❖ Explore city/county transportation options
- ❖ Learn about potential postschool providers of speech therapy
- ❖ Identify possible sources of support for coping with difficult life situations
- ❖ Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology, etc.)
- ❖ Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency

Community Experiences:

- ❖ Take classes through the local 4-H organization
- ❖ Enroll in community ed or recreational programs of interest
- ❖ Learn about Americans with Disabilities Act
- ❖ Learn about students’ rights under IDEIA
- ❖ Enroll in self-advocacy/self-awareness study



- ❖ Participate in church youth groups
- ❖ Visit potential places in the community to shop for food, clothes, etc
- ❖ Tour the city library
- ❖ Join a community recreation center or YMCA
- ❖ Obtain a state id card or driver's license
- ❖ Participate in age appropriate social activities (dances, dating, concerts, sporting events, etc)
- ❖ Register to vote
- ❖ Register with the selection service
- ❖ Observe a courtroom or jury duty process
- ❖ Take Drivers Ed class/get Drivers Ed training/one-one if needed
- ❖ Sign up to help with summer recreation programs, Park & Rec, etc.
- ❖ Join local service clubs (Lions, Sertoma, Kiwanis, etc)



Employment:

- ❖ Interview a job coach for possible assistance following high school
- ❖ Participate in a career awareness program or class
- ❖ Interview an adult worker in career field of interest
- ❖ Job shadow an adult worker in career field of interest
- ❖ Participate in Project Skills, if VR eligible
- ❖ Obtain a paid p/t job
- ❖ Take the ASVAB
- ❖ Tour SD Career Center (formerly Job Services)
- ❖ Practice completing job applications & interviewing skills
- ❖ Volunteer in career of interest
- ❖ Memorize your Social Security number
- ❖ Draft resume, cover letters and thank you notes for after interviews
- ❖ Meet with Job Corps counselor
- ❖ Perform duties/school staff (secretary, janitor, cook, teacher, etc)
- ❖ Research 3 different careers/write paper
- ❖ Take career interest inventories/surveys to help pinpoint interest area
- ❖ Attend Career Days with HS class

Acquisition of Daily Living Skills:

- ❖ Explore city/county transportation options
- ❖ Enroll in self-advocacy/self-awareness study or class
- ❖ Enroll in any 'consumer science' class at HS (foods, parenting, single survival, money/time management, etc)
- ❖ Learn about time management
- ❖ Take a CPR/First Aid course
- ❖ Develop monthly living budget
- ❖ Apply for Supplemental Security Income (SSI)
- ❖ Open a bank account
- ❖ Memorize phone number and complete mailing address
- ❖ Access postal services
- ❖ Explore insurance issues/needs
- ❖ Explore guardianship issues
- ❖ Perform minor home repairs
- ❖ Register with the Division of Developmental Disabilities
- ❖ Schedule and keep appointments
- ❖ Obtain addresses & phone numbers in the telephone directory
- ❖ Use telephone independently



- ❖ Learn to operate a washer, dryer, dishwasher, microwave
- ❖ Learn to tell time
- ❖ Manage daily time schedule
- ❖ Take medications independently (or learn how to)
- ❖ Develop a network of informal supports (friends, neighbors, etc.)
- ❖ Inquire in to rates of utilities (gas, water, electric, phone, cable, etc)
- ❖ Develop a personal fitness routine
- ❖ Obtain a bank ATM card
- ❖ Attend to daily grooming/hygiene skills independently
- ❖ Meet with potential landlord to learn about expectations of a renter
- ❖ Purchase food and prepare meals
- ❖ Purchase clothing and learn how to care for clothes
- ❖ Apply for Youth Leadership Forum (annually in June)
- ❖ Apply for Job Corps training program
- ❖ Visit local Independent Living Center to inquire about services
- ❖ Have independent living assessment done
- ❖ Develop emergency procedures for use at home
- ❖ Select a primary care physician and dentist.
- ❖ Keep and use a calendar, address book, telephone numbers
- ❖ Plan recreational outings (alone and/or with friends) weekly
- ❖ Inquire into/decide what religious denomination to join

Other Post-School Adult Living Objectives:

- ❖ Visit community mental health agencies
- ❖ Identify potential p/s providers of related services and their funding sources
- ❖ Check availability of mentor program in community
- ❖ Learn about community agencies that provide services and support to people with disabilities
- ❖ Tour area adjustment training center
- ❖ Complete application for ATC
- ❖ Contact Independent Living Center for possible services
- ❖ Inquire in to housing assistance program (HUD)
- ❖ Contact Services to the Blind & Visually Impaired
- ❖ Inquire in to programs available through Department of Social Services (food stamps, medical insurance, etc)
- ❖ Inquire in to Division of Rehabilitation eligibility
- ❖ Maintain regular contact with VR counselor
- ❖ Complete application for Vocational Rehabilitation Services if eligible



Functional Vocational Evaluation:

- ❖ Participate in a situational vocational assessment
- ❖ Provide opportunities for job sampling in the community
- ❖ Collect info re. the student's vocational interests and abilities
- ❖ Conduct formal aptitude tests such as VALPAR and WRIT
- ❖ Review previously administered career interest
- ❖ Meet with HS guidance counselor to affirm vocational interests and align graduation plan to need
- ❖ Complete CHOICES or Bridges computer program to determine vocational interests