

Coordinated Set of Activities

In order to help teachers write activities/strategies the following pages provide examples of activities/strategies that can be used to assist students to prepare for their desired postschool goals. The activities/strategies are organized by the seven areas contained in the statement of needed transition services and relate to one or more of the postschool activities listed above. Activities/strategies that have an asterisk (*) directly relate to assisting students to further identify and clarify their preferences and interests for postsecondary outcomes. Since the statement of needed transition services is based upon the student's needs, interests, and preferences as they relate to postsecondary outcomes, these types of activities/strategies should be considered for each student and repeated as needed to update information.

Sample Transition Activities / 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	
<p>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:</p> <ul style="list-style-type: none"> • 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 and Strategies	
Collect information regarding the student's desired postsecondary educational involvement. *	Write an informational interview letter to the disabilities resource coordinator at postsecondary schools of interest.
Visit college campuses and meet with student support services. *	Complete a learning styles inventory to identify preferences and strength modes.
Consider enrollment in a tech-prep program with supports for eleventh grade.	Take a GED pre-test (TABE).
Consider enrollment in a cooperative education course for the __ grade.	Research college scholarship opportunities.
Learn about Section 504 of the Rehabilitation Act and Americans with Disabilities Act.	Apply for a Big Brother/Big Sister to help with homework and mentoring.
Explore admission requirements for possible part-time enrollment at a Vocational/Technical School.	Take a CPR/First Aid course.
Learn about the process for accessing apartments for rent.	Enroll in a SAT prep course in the __ grade.
Obtain information on continuing and adult education opportunities.	Learn about community agencies that provide services and support to people with disabilities.
Learn about the Americans with Disabilities Act.	Tour post school occupational training programs. *
Learn about students' rights under IDEA and Section 504 of the Rehabilitation Act.	Obtain, complete, and submit applications to colleges of choice.
Enroll in Self-Advocacy/Self-Awareness Studies in the __ grade.	Obtain, complete, and submit applications for tuition assistance.
Enroll in an internship/apprenticeship program in the __ grade.	Register for classes with city parks and adaptive recreation programs.
Enroll in Adult/Continuing Education courses such as __.	Enroll in and take classes through the local County Extension Program.
Enroll in Community College courses such as _____.	Practice negotiation skills for job raises, car purchases, etc.
Enroll in a career selection course in the __ grade. *	Access tutoring services in school or through a private agency.
Enroll in an adult living course in the __ grade. *	Take classes through the local 4-H organization.
Participate in extra curricular activities such as _____	Learn about time management.
Enroll in parenting classes in the __ grade.	

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.

Activities and Strategies

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

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.	
Activities and Strategies	
Investigate participation in church/temple or social/recreation events. *	Tour apartments for rent. *
Learn about and visit potential places in the community to shop for food, clothes, etc.*	Investigate participation in community civic and social organizations (e.g., Lions Club, Rotary, Elks, Jaycees, Kiwanis, etc.). *
Investigate opportunities for socialization training in the community.	Collect information regarding the student's desired postsecondary community involvement. *
Investigate youth volunteer programs at the library.	Obtain a state identification card or driver's license.
Investigate youth volunteer programs at the hospital.	Register to vote.
Investigate participation in community sports teams or organizations (e.g., softball, bowling, etc.).	Join a community team or organization (e.g., church group, self-advocacy club, Toastmasters, Alcoholics Anonymous, bowling league, etc.).
Join a community recreation center or YMCA. *	Learn to ride a skateboard, roller blade, bike or other outdoor activity.
Learn about the community theater group.	Visit the mall and food court with a provider; identifying stores and meals of choice.
Learn about the community symphonic organization.	Register with the selective service.
Investigate participation in the community arts council.	Observe a courtroom or jury duty process.
Learn about the community horticultural club.	Attend "Open Mic Night" at a local coffee shop.
Learn about the community historical preservation society.	Identify different living/housing options.
Determine transportation options within the community (e.g., city bus, taxi, Dial-a-Ride, Red Cross, Safe Ride, carpool, etc.).	Attend and participate in local government activities (e.g., council meetings, school board meetings, city/council public hearings, etc.).
Participate in age appropriate social activities (e.g., dances, dating, concerts, sporting events, etc.).	Learn about and access postal services.
Open a bank account.	Register for classes with city parks and adaptive recreation programs.
Request a volunteer center directory to research and select a site of interest.	Identify and learn about community medical and health services.

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.	
Activities and Strategies	
Collect information regarding the student's desired employment and career interests for adult life beyond college and/or postsecondary vocational training. *	Contact the state Commission for the Blind and Visually Impaired to obtain employment services.
Work towards obtaining a license to become a _____.	Register with Employment Services.
Meet with adult workers in the career field of _____.*	Take the ASVAB.
Participate in a career awareness program in the ___ grade. *	Visit the labor organization offices for a local union.
Participate in a community-based career exploration program in the ___ grade. *	Practice completing job applications and interviewing skills.
Explore possible summer employment through the Summer Youth JTPA program.	Obtain a paid job in an area of interest.
Meet with supported employment agencies to identify and evaluate their services.	Conduct an informational interview with military branch officers.
Learn about the county one-stop career centers.	Memorize your Social Security number.
Obtain information and/or apply for youth apprenticeship program.	Attend transition fair or career fair at school and/or in the community.
Complete the online application for Vocational Rehabilitation Services.	Research through O'Net careers, qualifications and specifications, and key words for resume development.
Schedule a visit with the local Vocational Rehabilitation office to determine eligibility for services.	Obtain a list of providers to Vocational Rehabilitation who conducts person-centered planning, job development and placement, and job coaching.
Meet with a Vocational Rehabilitation counselor to develop an Individualized Plan for Employment (IPE).	Draft resume, cover letters, and thank you notes for after interviews.
Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for a job coach.	Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business.
Meet with a Job Corps counselor.	Participate in job shadowing.
Learn more about the voucher for Ticket to Work (for SSI beneficiaries) and interview providers.	Observe job site and develop a task analysis for job activities.
Meet with armed forces recruiter.	Purchase clothes for job interviews.

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.

Activities and Strategies

Collect information regarding the student's desired residential life beyond high school and a residential postsecondary educational setting. *	Learn about ways to purchase/lease a car and maintain vehicle or obtain modifications.
Register to vote and learn about the election process.	Open a bank account and manage finances/budget/bills.
Register for the draft and learn about public service obligations/opportunities.	Apply for credit cards and manage personal debt.
Obtain a driver's license.	Apply for housing assistance (HUD).
Obtain assistance to complete a tax return	Apply for consumer education on home buying and informed decision-making.
Explore insurance issues/needs.	Visit adult service providers in the community.
Explore guardianship issues and estate planning.	Learn about expectations for eating in restaurants.
Apply for disability card for reduced fees with public transportation.	Obtain information on managing personal health and fitness.
Obtain assistance on management of financial resources and legal issues.	Meet with a social worker to discuss interpersonal skill development.
Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications / accommodations.	Plan for vacation/leisure activities.
Contact the Center for Independent Living for information on self-advocacy.	Learn about a personal planning process. *
Obtain information about financial planning and investing.	Learn about consumer skills, rights, and responsibilities.
Contact the state Commission for the Blind and Visually Impaired to obtain training on independent living.	Join the local YMCA, YWCA, health club, or community recreation center. *

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.

Activities and Strategies

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

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.

Activities and Strategies

Participate in a community-based situational vocational assessment program. *	Collect functional information regarding the student's vocational interests and abilities. *
Develop a vocational profile based on functional information. *	Complete CHOICES or Bridges computer program to determine vocational interests.
Provide opportunities for job sampling in the community in the ___ grade. *	Meet with school counselor to affirm vocational interests and align graduation plan to need.
Contact agencies that provide functional vocational assessments in the community.*	Refer to appropriate professional to conduct a comprehensive vocational evaluation.
Meet with employers to develop a situational vocational assessment site in the community related to the student's interest in _____. *	Conduct formal aptitude tests such as the VALPAR and WRIOT.
Use existing functional information about the student to develop functional assessments.*	