



TRANSITION SERVICES EXAMPLES

Transition services are a coordinated set of activities occurring while the student is still in school to promote movement from school to post-school activities. Transition services cover a wide spectrum of activities you are doing with your students in high school. Make sure you are clearly documenting all these activities in your transition IEP. And remember: transition services begin by the first IEP in effect at age 16. We have defined all five transition service domains and provided you examples of activities that could be included in the Transition IEP. It's not possible to list every single transition activity in this document, but this resource will demonstrate different transition activities across the domains.

Instruction

Formal instruction taking place in the school, home, or community, including community-based instruction, academic and career/technical education courses, and self-determination or advocacy training

- Training in social skills
- Training in self-determination/self-advocacy
- Participating in career tech program
- Training in computer skills
- Learning and practicing employability skills
- Researching colleges and/or careers
- Training in budget/money management
- Requesting accommodations for ACT/SAT test
- Enrolling in SAT prep courses
- Training in study skills
- Tutoring/Remediation
- Practicing negotiation skills for job raises, car purchases, job hiring, etc.
- Participating in Driver's Education training
- Learning and practicing using an iPad/iPod to access instructional materials

Related Services

Supportive services assisting with transition services in special education and beyond

- Participating in orientation and mobility training



Transition

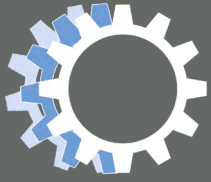
T E N N E S S E E

- Obtaining new equipment (wheelchair, seating, assistive technology)
- Participating in occupational therapy
- Participating in physical therapy
- Participating in speech therapy
- Identifying and visiting community mental health agencies
- Completing an assistive technology evaluation
- Using augmentative communication services on job site and in public settings
- Learning about and applying to post-school services who provide assistive technology
- Visiting potential post-school providers of physical, speech, and occupational therapy
- Counseling to manage anger/behavior support
- Learning how to access interpreter services for college and/or work setting
- Obtaining a driving assessment

Community Experiences

Transition services occurring in the community delivered by the school or other agencies that provide students with the opportunity to practice skills in the actual settings in which they will be used.

- Using public transportation
- Visiting colleges, technical schools, and businesses
- Locating items in a grocery store
- Visiting local community resources such as health care facilities, mental health facilities, bank, post office, library, and grocery store
- Enrolling in recreational programs of interest such as the YMCA
- Visiting public museum or art gallery in community
- Participating in job shadowing experience in the community
- Participating in internships/apprenticeships in the community
- Touring apartment homes
- Registering to vote
- Participating in church youth group
- Volunteering in the community



Transition

T E N N E S S E E

Employment and Post-School Living Objectives

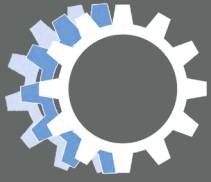
Employment-related experiences provided by the school or other agencies that provide the training and education needed for a future career. Also included in this domain are post-school living objectives, or living skills used to function as independently as possible as adults.

- Participating in career exploration activities
- Attending transition/career fair
- Interviewing a potential job coach
- Participating in a career awareness program
- Interviewing an adult worker in a career field of interest
- Shadowing an adult worker in a career field of interest
- Obtaining a paid part-time job
- Researching different careers
- Completing application for VR services if eligible
- Setting up a checking account
- Participating in work-based learning
- Meeting with armed forces recruiter

Acquisition of Daily Living Skills

Daily living skills that are required for day-to-day functioning

- Learning about time management
- Learning to use an ATM and/or debit card
- Managing daily time schedule
- Learning to operate a washer, dryer, microwave, etc.
- Taking medications independently
- Purchasing food at grocery store
- Preparing food at home
- Developing emergency procedures for use at home
- Attending to daily grooming/hygiene skills independently
- Memorizing phone number and mailing address



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T E N N E S S E E

Functional Vocational Evaluation

An assessment process focused specifically on providing information about job or career interests, aptitudes, and skills.

- Participating in a situational vocational assessment
- Participating in job sampling in the community
- Collecting formal aptitude tests such as VALPAR and WRIOT