



Transition Services Examples

Transition services are a coordinated set of activities and instruction that are designed to help each student reach their measurable postsecondary goals. The IEP must include transition services starting with the IEP in effect when the student turns 16. However, best practice is to include transition services starting with the IEP in place when the student turns 14 since that is when the other transition components begin. We have defined all transition service domains listed in EasyIEP and provided examples for each domain. This is not an exhaustive list but should give you some ideas for potential transition services. Remember that the IEP team should use assessments to determine which transition services might be appropriate for each student.

Instruction

These transition services involve formal instruction taking place in the school, home, or community.

- Sven will participate in a social skills training group.
- Rumi will participate in training in self-advocacy.
- Aniyah will complete a career technology program.
- Shannon will enroll in a computer skills course at the high school.
- Xavier will participate in food preparation training.
- Charlie will participate in lessons focused on budgeting and money management.
- Shayna will research colleges and careers using CareerOneStop.
- Skylar will request accommodations for the ACT/SAT.
- Vanessa will enroll in a SAT prep course.
- Roman will practice negotiation skills for job raises, car purchases, job hiring, etc.
- Becki will participate in Driver's Education training.
- Trina will learn and practice using an iPad to access instructional materials.

Related Services

Related services are support services that assist the student with transition in special education and beyond. Many of these related services are general special education services and are not strictly related to transition. However, starting with the first IEP in effect once the student turns 14, it's important to think about how these services can specifically align with measurable postsecondary goals.

- Natalie will obtain new equipment (wheelchair, seating, assistive technology, etc.) to help her access an adult day services program.



- Marcello will participate in occupational therapy to work on fine motor skills needed in the manufacturing field.
- Addie will practice walking into a job site for physical therapy.
- Kencell will practice interview skills in speech therapy.
- PJ will identify and visit community mental health agencies.
- Rachael will complete an assistive technology evaluation.
- Hunter will use augmentative communication services on the job site and in public settings.
- Bobby will learn about and apply to post-school services that provide assistive technology.
- Katie will attend weekly counseling to manage anger.
- Elina will learn how to access interpreter services for college and/or work setting.

Community Experiences

These are transition services occurring in the community that provide students with the opportunity to practice skills in the actual settings where they will be used.

- Omar will practice using public transportation.
- Elaina will visit colleges, technical schools, and businesses.
- Thomas will locate items in a grocery store.
- Rafael will visit local community resources such as health care facilities, mental health facilities, banks, post offices, libraries, and grocery stores.
- Mateo will participate in a job shadowing experience in the community.
- Sami will participate in an apprenticeship in the community.
- Petra will visit a public museum or art gallery.
- Jane will tour 3 apartment complexes.
- Treyvon will register to vote.
- Bryce will volunteer with the local animal shelter.

Employment and Postsecondary Living Objectives

These transition services are employment or living experiences provided by the school or other agencies that provide the training and education needed for a future career and independent living.

- Efraim will interview three workers in the hospitality field.
- Corrine will attend the school's transition fair.
- Johar will interview a potential job coach.
- Delia will complete three career assessments.
- Adam will shadow an adult worker in a career field of interest.
- Barbara will obtain a paid part-time job.
- Ariella will research different careers.



- Story will complete an application for VR services.
- Arti will set up a checking account.
- Darius will participate in work-based learning.
- Blake will meet with an armed forces recruiter.
- Quan will research different housing options.
- Ashley will practice signing 5 lease agreements.

Daily Living Skills

These transition services include daily living skills that are required for day-to-day functioning.

- Greta will learn about time management.
- Tobias will learn to use an ATM and a debit card.
- Aaron will follow a daily schedule.
- Zoey will learn to operate a washer, dryer, and microwave.
- Mo will take his medications independently.
- Katherine will purchase food at the grocery store.
- Gretchen will prepare food at home.
- Nina will develop emergency procedures to use at home.
- Jeremy will attend to daily grooming independently.
- Annaleigh will memorize her phone number and mailing address.

Functional/Vocational Evaluation

This type of transition service is an assessment process focused specifically on providing information about job or career interests, aptitudes, and skills.

- Matthew will complete job sampling at a radio station.
- Jasmine will complete the VALPAR test.
- Carla will complete VR's functional vocational evaluation.

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