

Transition Services

Helping Educators, Parents, and
Other Stakeholders Understand:

- Postschool Outcomes
 - Course of Study
 - Coordinated Set of Activities
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Introduction

This working paper is part of a larger piece of work by a number of individuals in states across the nation. Over the past several years a great deal of work has been done in states and with local districts around an effort referred to as “Transition Outcome Projects” (O’Leary, 1999). Fourteen states plus several regions within two additional states have been involved in these projects. The Transition Outcome Project is developed around a process, model, and conceptual framework designed to identify specific problems in implementing the transition services requirements and then to develop strategies to address and resolve each problem.

The purpose of the Transition Outcome Projects is to:

1. Assist local districts in meeting the transition service requirements of IDEA 1997.
2. Evaluate the effectiveness of providing and delivering transition services to students and families through the IEP.
3. Provide training and resource materials on the transition process for educators, administrators, adult agency personnel, parents, and others.
4. Improve the postschool outcomes of students with disabilities.
5. Develop a model and process for meeting the transition requirements and identify strategies/interventions that work and can be replicated and implemented in a variety of states and districts.

The purpose of this paper is to share some of what has been learned from the initial work in these states. We have found that the information contained in this paper has been extremely helpful to teachers and others in writing IEPs to meet both the needs of students and the transition requirements of IDEA. This paper is not comprehensive in that it does not address all of the transition requirements under IDEA 1997. However, it does address several of the requirements that have been areas of difficulty for schools and districts across states and across the nation. Those areas are outlined below:

- Identifying possible “postschool outcomes” as a part of the IEP process.
- Developing and writing a “statement of transition service needs,” which is a course of study.
- Developing and writing a “coordinated set of activities” within the “statement of needed transition services.”

This document attempts to provide, in easy to understand language, an operational description or definition of each of these problematic areas along with concrete examples. We have discovered that teachers and others do not know conceptually or operationally how to develop and respond to many of these requirements and sections in IEPs. It has been demonstrated that when teachers and others have a clear understanding of what they must do along with concrete examples from which to work, they can tailor-make these sections of the IEP to meet the specific needs of each student.

Postschool Outcomes

“Transition Services” means a coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

IDEA has always promoted the concept that transition services was “an outcome-oriented process” and that this process should help students move from the school setting to whatever they may want to do postschool. While it has been stated that this process and thinking should be a part of every student’s IEP from 14 years of age on, many special educations have not put into practice an outcome-oriented approach to planning, discussion, and decision-making in the IEP. This means that if the IEP of every student 14 years of age and older is to be outcome-oriented, then the IEP process and team must begin the IEP discussion and decision-making with the student’s desired postschool outcomes in mind. One could get into lengthy discussion about student’s desired postschool outcomes in mind. One could get into lengthy discussion about student’s not knowing what they want to do or many students not being realistic. This paper is not the forum for that discussion and debate. Suffice to say that regardless of whether a student knows precisely what they want to do or whether they initially state something that appears unrealistic, the IEP discussion must start with and focus on the student’s outcomes. Given that, the IEP team should list specific information for each postschool outcome in the areas suggested below:

- Employment.
- Community participation.
- Residential.
- Social and recreational.
- Mobility.
- Postsecondary education.

These outcome areas were chosen because they represent major adult life activities around which planning should take place. This does not mean that other postschool outcome areas could not be chosen. Other areas could be chose based upon the student’s anticipated needs, interests, and preferences as well as the IEP team’s input. For the sake of discussion, these broad areas were chosen to provide examples of possible postschool outcomes and how they might be recorded as a part of the IEP.

Remember, this information should be based upon the student’s preferences, interests, and needs. By addressing the desired postschool outcomes in the areas listed above, one is developing a BIG picture of a student’s life. This discussion, planning, and decision-making in the IEP that will lead toward those outcomes will provide educations with a

Present Levels Hierarchy for Transition....

EMPLOYMENT

The student's (or family's) goal is –

- To be independently employed and knows the field he/she wants to study or pursue (be specific)
- To be independently employed but does not know in what field.
- A job, and the IEP team anticipates the need for time-limited supports (e.g., a job coach).
- A job, and the IEP team anticipates supported employment (e.g., long-term support – job coach or natural supports).
- Organizational employment through an adult service provider (e.g., mobile crew or contract work as a direct result of a federal initiative to provide integrated work opportunities to persons with severe disabilities).
- Sheltered employment through an adult service provider.
- Day habilitation services through an adult service provider.
- Other . . .

INDEPENDENT LIVING

(several areas may be considered for this goal such as – community participation, recreation and leisure, residential)

COMMUNITY PARTICIPATION

The student's (or family's) goal is –

- To be independently mobile in the community and access services of choice (specific services).
- To be independent in the community with the support for transportation to access services of choice (specific services).
- Community access with the support of family and friends for accessing services of choice.
- Community access with a provider.
- Other . . .

RESIDENTIAL

The student's (or family's) goal is to –

- Live independently without support.
- Live in a supervised living arrangement.
- Live with a friend.
- Live on a military base.
- Live in a dorm room while attending postsecondary education.
- Live with a support staff roommate.
- Live in a group home.
- Live in a family home with support.
- Live in a specialized care facility.
- Other . . .

LEISURE AND RECREATION

The student has –

- Identified specific recreation/leisure activities of choice and can participate independently (specify activities).
- Identified specific community facilities to join for recreation/leisure services (specify facilities or organizations).
- Identified activities of choice to do with family members or friends.
- Identified activities of choice to do with a provider.
- Participated/participates with group activities supported by a provider.
- Other . . .

POSTSECONDARY EDUCATION

The student's goal is to attend –

- A four-year college or university to gain a degree in a specific field.
- A four-year college or university but is unsure of what field he/she will pursue.
- A community college prior to continuing in a four-year program.
- A community college.
- A community college for nonacademic courses (specify).
- A vocational training program in a specified field.
- A nonacademic course at the local library, through a local nonprofit organization, or through other avenues (specify).
- Other . . .

PUTTING IT TOGETHER-EXAMPLES OF SPECIFIED POSTSCHOOL OUTCOMES

Employment goal is:

- To be employed as a carpenter.
- Employment in the field of security.
- To go to college to be a teacher.
- Work as a janitor in a local elementary school
- Obtain a job in data entry with the assistance of a job coach.
- Undecided about a field of interest but does want a full-time job working outdoors and around people.

Community goal is:

- To obtain a driver's license to be independently mobile within the community.
- To become a member of the local church youth group.
- To join a softball league.
- To independently visit the grocery store (or other business) without a provider.
- To learn where the main community services are located (i.e., post office, grocery store, bank, and mall) to access with a friend.

Residential goal is:

- To live in an apartment with a friend.
- Live in a dorm while attending college.
- Remain at home with family with habilitation provider coming in to help learn daily living skills.
- Live in group home.
- To become a homeowner.

Recreation/Leisure goal is:

- To fish, bike, and shoot pool.
- To be outdoors with friends having picnics in the park.
- To attend music concerts and sing in the local young adult choir.
- To participate in Special Olympics and find other clubs with organized sports.

Postsecondary goal is:

- To attend a university to obtain a degree in business.
- To attend Western Kentucky University to obtain a college degree while also being able to maintain a job.
- Attend the local community college for a dance class.
- Take a gardening class at the local Home Depot.
- Attend community college to get an AA degree before deciding on whether to pursue a four-year college.
- Attend KCTCS to gain certification in culinary arts.

Statement of Transition Service Needs Course of Study

Now that the postschool outcomes have been articulated and the IEP team has an understanding of the student's vision for the future, courses of study and educational experiences need to be determined and addressed over multiple years. When the IDEA of 1997 went into effect, it called for IEP teams to develop a **statement of transition service needs by the age of 14, or younger if appropriate.**

There were several reasons why this requirement was put into place for all students 14 years of age and older. One of the primary reasons was to reduce the dropout rate of students with disabilities (38 percent for students with disabilities vs. 28 percent for the general population). The idea was, by age 14, to actively involve the student, IEP team, and family in designing and planning an educational program (all courses of study as well as all educational experiences) that would show a direct relationship between what the student will be taking and their desired postschool outcomes. It was felt that if the student educational program plan responded to their desired postschool outcomes, then students might for the first time see why school is relevant and meaningful, and thus they just might have vested interest in remaining.

The expectation is that all courses and education experiences should directly relate to the student's postschool vision or desired outcomes. While the level of specificity in the identification of courses and educational experiences is not dictated in the law, common sense would suggest that the more specific one can be in identifying the courses and show how they relate to the student's desired outcomes, the greater the likelihood students will see the relevance and importance of the courses they will be taking, which should increase the likelihood that they would remain in school.

While the course of study and listing of specific educational courses and experiences would most likely follow the course offerings of the general population, the course of study for students with moderate or severe disabilities would be different. Instead of the listing of specific course titles, for students with moderate to severe disabilities one should list course content areas (e.g., mobility, self-determination, independent living, money management, personal relationships, etc.).

For a student with a mild disability, an example of the desired postschool outcomes and the resulting course of study might look like this:

POSTSCHOOL OUTCOME/VISION

Employment:	<i>I would like to become a social worker, like the kind who helps kids who have been abused or neglected.</i>
Community Participation:	<i>I enjoy cooking for my parents and would like to volunteer making food baskets and serving meals to the homeless.</i>
Recreation & Leisure:	<i>I want to learn more about Yoga and Tai Chi. I enjoy spending time outdoors with my friends playing Frisbee and soccer.</i>
Postsecondary Training & Learning Opportunities:	<i>I want to start out of a community college taking classes that will prepare me for a four-year university and then apply to a four-year college to get a degree in social work.</i>
Independent Living:	<i>I plan to live with my parents while going to a community college for two years and then live in a dorm at the university. Eventually, I want to get married and have a house of my own.</i>

COURSE OF STUDY

Year 1 – Age 14/15	Year 2 – Age 15/16	Year 3 – Age 16/17	Year 4 – Age 17/18
Math I	Math II	Math III	First Aid/CPR
English I	English II	English III	English IV
World History	P.E.	American History	Govt./Free Enterprise
Biology	Earth Science	Early Childhood Devel.	Psychology
Keyboarding/Health	Culinary Arts I/II	Culinary Arts III/IV	Comm. Based Empl.
Career Exploration	Human Services	TA in the kinder classroom	Comm. Based Empl.

For a student with a more moderate disability, an example of the desired postschool outcomes and the resulting course of study might look like this:

POSTSCHOOL OUTCOME/VISION

Employment:	<i>I would like to work around people and animals.</i>
Community Participation:	<i>I like sports and participating in the Special Olympic Program. I attend a single's group at church and sing in choir.</i>
Recreation & Leisure:	<i>I will continue to be active in Special Olympics and church activities. I am looking into participating in a bowling league. I like to fish and camp and will continue these outdoor activities. I also watch TV.</i>
Postsecondary Training & Learning Opportunities:	<i>Looking at working full-time after graduation so any training will be on the job.</i>
Independent Living:	<i>I will be capable of living with a friend or roommate but will need assistance with budgeting, buying food, and paperwork related to paying monthly bills.</i>

COURSE OF STUDY

Year 1 – Age 14/15	Year 2 – Age 15/16	Year 3 – Age 16/17	Year 4 – Age 17/18
LS Math	LS Math	LS Math-money management	LS Math-purchasing and budgeting
LS Language Arts	LS Language Arts	LS Language Arts	LS Language Arts
Social Living	Social Living	Portfolio Development	Portfolio Development
Employment Skills	Community Based Instruction	Work Experience	Work Experience
Community Training	Portfolio Development	Food Preparation	P.E.
P.E.	P.E.	Daily Living Skills	Daily Living Skills
Art for Enjoyment	Community Based Assessment	P.E.	Independent Living Skill
	Food Preparation	Social Living	Social Living

*LS = Life Skill

Statement of Needed Transition Services Coordinated Set of Activities

IEP teams need to include in the IEPs of **all** students with disabilities who are age **16 and above (or younger if appropriate)** a **statement of needed transition services** that includes strategies/activities that will assist the student to prepare for postsecondary activities such as postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, community participation, or whatever it is the student desires to do. While a listing of possible postschool activities is identified in the law, one should keep in mind that this is not exhaustive; this list provides only some examples of the postsecondary activities that students may choose or need.

The statement of needed transition services shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include:

1. Instruction.
2. Related services.
3. Community experiences.
4. The development of employment.
5. Other postschool adult living objectives.

And, if appropriate:

6. Acquisition of daily living skills.
7. Functional vocational evaluation.

In addition to specifying the activities/strategies that will be used to assist students to prepare for their future, IEP teams should also specify for each activity/strategy the expected date of implementation and the person or agency responsible for arranging and/or providing services.

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 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 postschool 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 long-range plan for postschool 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

Instruction the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills. Instruction is included in all seven of the transition areas. Whenever the student is engaged in academic or related activities, whether in regular or special education in any transition domain, instruction is occurring. In addition, instruction in all domain areas contributes to the ultimate goal of preparing the student for a life after high school.

NOTE: When preparing to deliver academic instruction, assess informally through observation as well as through formal measures due to increased emphasis on formal testing since NCLB. We need to consider how well students perform on standardized assessments. If the post secondary training facility of choice uses test results for admissions and placement, it behooves us to help the student determine if he meets the testing requirements. The sooner this determination can be made the better. This gives the student time to improve deficit skills when possible and/or time to consider alternative training options.

Our concern is not just to look at test scores for the sake of looking, but to be concerned if the scores limit the student's options. We should note whether or not the student is functioning academically at a level that will enable her to reach her goals. Reading at an eighth grade level is not as important as being able to get the necessary information from an auto mechanics text. Solving fractions problems is not as important as being able to half three-quarters of a cup when following a recipe. Academics in special education at high school level should include remediation with a large dose of compensatory strategies. The central goal of instruction is to help students be as prepared as possible to manipulate information before leaving high school.

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:

- 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/Strategies:

1. Collect information regarding the student's desired postsecondary educational involvement.*
2. Visit college campuses and meet with student support services.*
3. Consider enrollment in a tech-prep program with supports for eleventh grade.
4. Consider enrollment in a cooperative education course for the ____ grade.
5. Learn about Section 504 of the Rehabilitation Act and Americans with Disabilities Act.
6. Explore admission requirements for possible part-time enrollment at a Vocational/Technical School.
7. Learn about the process for accessing apartments for rent.

8. Obtain information on continuing and adult education opportunities.
9. Learn about the Americans with Disabilities Act.
10. Learn about students' right under IDEA and Section 504 of the Rehabilitation Act.
11. Enroll in Self-Advocacy /Self-Awareness Studies in the ____ grade.
12. Enroll in a career selection course in the ____ grade.*
13. Enroll in an adult living course in the ____ grade.*
14. Enroll in an internship/apprenticeship program in the ____ grade.
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 in the ____ grade.
19. Learn about time management.
20. Practice negotiation skills for job raises, car purchases, etc.
21. Access tutoring services in school or through a private agency.
22. Write an informational interview letter to the disabilities resource coordinator at postsecondary schools of interest.
23. Complete a learning styles inventory to identify preferences and strength modes.
24. Take a GED pre-test (TABE).
25. Research college scholarship opportunities.
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 in the ____ grade.
29. Learn about community agencies that provide services and support to people with disabilities.
30. Tour postschool occupational training programs.*
31. Obtain, complete, and submit applications to colleges of choice.
32. Obtain, complete, and submit applications for tuition assistance.
33. Register for classes with city parks and adaptive recreation programs.
34. Take classes through the local 4-H organization.
35. Enroll in and take classes through the local County Extension Program.

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.

Among other things, this requires the special education teacher to have some knowledge of the agencies that provide services in their area. And it means that students must be referred to appropriate agencies within the time framework of the receiving agency and that the student and parent must understand how to complete the referral process. 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. Identify and visit community mental health agencies.
2. Identify potential postschool providers of related services and funding sources.
3. Identify potential postschool providers of recreation therapy or occupational therapy and potential funding sources.
4. Visit potential postschool providers of physical therapy.
5. Learn to use a guide dog effectively.
6. Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency.
7. Engage in conversations using an augmentative communication device.
8. Receive orientation and mobility training in place of employment.
9. Interview a job coach for assistance with learning job tasks.
10. Learn about potential postschool providers of speech therapy.
11. Explore city/county transportation options.
12. Apply for eligibility with state transportation program.
13. Apply for eligibility with the state division of Mental Health Services.
14. Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA).
15. Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job.
16. Identify possible sources of support for coping with difficult life situations.
17. Obtain a driving capability assessment from _____.
18. Interview and select an adult provider.
19. Modify vehicle – explore options for modified transportation.
20. Complete an assistive technology evaluation.
21. Enroll in a delinquency prevention program.
22. Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology, etc.).

COMMUNITY EXPERIENCES

When working on community experiences, students must be engaged in the community. You can't learn to drive a car just by reading the owner's manual. The topics covered in this domain must be taught not only in school but also at home with the family and may even include instruction and practice provided by outside agencies.

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. Examples could include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling and recreation activities.

All are important and should be explored for every student with special needs no matter how involved or minimal their disability might be.

1. Include participation in church/temple or social/recreation events.*
2. Learn about and visit potential places in the community to shop for food, clothes, etc.*
3. Investigate opportunities for socialization training in the community.
4. Investigate youth volunteer programs at the library.
5. Investigate youth volunteer programs at the hospital.
6. Investigate participation in community sports teams or organizations (e.g., softball, bowling, etc.).
7. Join a community recreation center or YMCA.*
8. Learn about the community theater group.
9. Learn about the community symphonic organization.
10. Investigate participation in the community arts council.
11. Learn about the community horticultural club.
12. Learn about the community historical preservation society.
13. Identify different living/housing options.
14. Tour apartments for rent.*
15. Investigate participation in community civic and social organizations (e.g., Lions Club, Rotary, Elks, Jaycees, Kiwanis, etc.).*
16. Collect information regarding the student's desired postsecondary community involvement.*
17. Obtain a state identification card or driver's license.
18. Register to vote.
19. Join a community team or organization (e.g., church group, self-advocacy club, Toastmasters, Alcoholics Anonymous, bowling league, etc.).
20. Learn to ride a skateboard, roller blade, bike or other outdoor activity.
21. Visit the mall and food court with a provider; identifying stores and meals of choice.
22. Register with the selective service.
23. Observe a courtroom or jury duty process.
24. Determine transportation options within the community (e.g., city bus, taxi, Dial-a-Ride, Red Cross, Safe Ride, carpool, etc.).
25. Attend "Open Mic Night" at a local coffee shop.
26. Attend and participate in local government activities (e.g., council meetings, school board meetings, city/council public hearings, etc.)
27. Participate in age appropriate social activities (e.g., dances, dating, concerts, sporting events, etc.).

28. Open a bank account.
29. Request a volunteer center directory to research and select a site of interest.
30. Learn about and access postal services.
31. Register for classes with city parks and adaptive recreation programs.
32. 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. These objectives are those the student needs to achieve desired post-school goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI).

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 in the _____ grade.*
5. Participate in a community-based career exploration program in the _____ grade.*
6. Explore possible summer employment through the Summer Youth JTPA program.
7. Meet with supported employment agencies to identify and evaluate their services.
8. Learn about the county one-stop career centers.
9. Obtain information and/or apply for youth apprenticeship program.
10. Complete the online application for Vocational Rehabilitation Services.
11. Schedule a visit with the local Vocational Rehabilitation office to determine eligibility for services.
12. Meet with a Vocational Rehabilitation counselor to develop an Individualized Plan for Employment (IPE).
13. Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for a job coach.
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 ASVAB.
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 specification, and key words for resume development.
26. Obtain a list of providers to Vocational Rehabilitation who conducts 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

POSTSCHOOL 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.

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

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 the county.
3. Meet with and interview adults with disabilities and their families who are receiving residential supports.*
4. Register with the Division of Developmental Disabilities (DDD).
5. Contact a DDD 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 (i.e., 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. Sign up for utilities (i.e., gas, water, electric, telephone, cable, etc.)
18. Learn to operate a washer and dryer.
19. Enroll in Lamaze and prenatal care classes.
20. Visit a local car dealer to determine whether to buy or lease a car.
21. Prepare an initial housing budget (e.g., down payment, furniture, bath towels, cleansers, utilities, etc.)
22. Cost compare for household items (e.g., 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 and prepare meals.
36. Purchase clothing and learn how to care for clothes.
37. Learn about the physical and personal care of children.

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

IEP Meeting Agenda

For all students beginning at the age of 14, or younger if appropriate, transition services must always be discussed in every IEP meeting. The IEP team must address items 1-4 specified below. If the student turns 14 during this IEP term, a statement of transition services must be in place by the student's 14th birthday.

For all students beginning at the age of 16, or younger if appropriate, transition services must always be discussed in every IEP meeting, involving every item listed below. If the student turns 16 during this IEP term, the statement of needed transition services must be in place by the student's 16th birthday.

1. *Welcome/Introductions.*
2. *Discuss and identify the student's postschool desired goals or vision based upon individual preferences and interests in the following areas:*
 - Employment.
 - Community participation and mobility.
 - Recreation and leisure.
 - Postsecondary training and other learning opportunities.
 - Independent living.
3. *Discuss the student's present level of educational performance in each of the areas above. Identify the following:*
 - Where the student is functioning in relation to where he/she wants to go and what he/she wants to do beyond secondary schooling.
 - Student strengths as well as relevant deficits or weaknesses.
4. *Develop a statement of transition service needs. Design a course of study that satisfies the following:*
 - Is a long-range educational plan or multi-year description of the educational program.
 - **Is meaningful** to the student's future and will **motivate** him/her to complete school.
 - Directly relates to the student's anticipated postschool goals and the student's preferences and interests.

5. *Develop a statement of needed transition services. Design a coordinated set of strategies/activities that incorporates the following:*
- Includes interagency linkages and responsibilities.
 - Identifies agencies/persons that will provide and/or pay for services.
 - Directly relates to the student's anticipated postschool goals and the student's interests and preferences.
 - Promotes movement from school to postschool goals.
 - Considers the following:
 - Instruction.
 - Community experience.
 - Employment.
 - Related services.
 - Adult living.
 - Postschool training.
 - Daily living, if appropriate:
 - Functional vocational evaluation, if appropriate.
6. *Develop IEP goals and short-term objectives for special education services.*

For students who are 17, or who are turning 17 in the IEP terms, discuss transfer of rights at the age of majority.