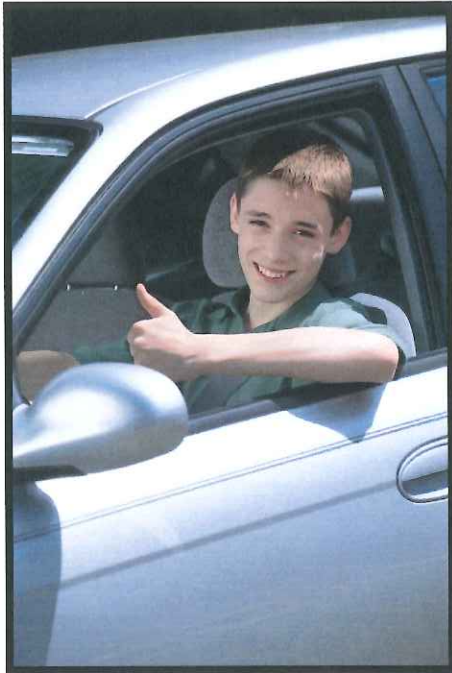


TRANSITION SERVICES: DEFINITION AND EXAMPLES



Instruction

Related Services

Community Experiences

Employment and Adult Living Objectives

Acquisition of Daily Living Skills

Functional Vocational Evaluation

Indiana Secondary Transition Resource Center

11-1-11



**CENTER ON COMMUNITY
LIVING AND CAREERS**

INDIANA UNIVERSITY
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TRANSITION SERVICES: DEFINITION AND EXAMPLES

Transition planning is the foundation for the IEP planning process. The purpose of this document is to assist the case conference team (students, teachers, families and other school personnel) in developing and implementing the Transition IEP and transition planning throughout the secondary years. It is intended to:

- Help students and families think about the future.
- Jointly plan the middle/high school experiences.
- Help students and families make service and adult agency connections.
- Increase chances of post-school success.

WHAT ARE TRANSITION SERVICES?

Transition services means . . . a *Coordinated Set of Activities* for a student with a disability that

- Are designed to be within *a results-oriented process* that facilitates movement from the school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living; or community participation.
- The coordinated set of activities must be based on the individual student's needs, taking into account the student's *strengths, preferences and interests*, and include the following:
 1. Instruction
 2. Related services
 3. Community experiences
 4. Development of employment and other post-school adult living objectives
 5. The acquisition of daily living skills and provision of a functional vocational evaluation, when appropriate.

Each of the five areas above will be defined with examples of activities and strategies that may be appropriate for the Transition IEP.

Remember: These are activities that specific team members (in collaboration with students and family members) are responsible for completing while the student is in middle or high school to help him or her meet their postsecondary goals.

DEFINITIONS AND EXAMPLES

Transition is a systematic, individualized process that incorporates a coordinated set of activities. Since the transition planning process relies on the involvement of many professionals and many service providers, coordination and connections are essential. It is a continuous process throughout middle school and high school. Below are key definitions followed by examples.

Coordinated Set of Activities. Coordinated means a systematic approach to transition planning and services. Each of the various transition activities must complement and be coordinated with each other. It is the linkage between each of the components of the Transition IEP and activities that comprise transition services *AND* the interrelationship between the various agencies involved in providing transition services (e.g., Vocational Rehabilitation, Mental Health, Developmental Disabilities).

When developing the Transition IEP, always consider (adapted from Wisconsin Transition Initiative):

- What are the student’s measurable postsecondary goals
- What skills are needed for the student to successfully attain the measurable postsecondary goals
- Compare the skills, experiences, and activities needed to be successful in the postsecondary goal areas to the student’s present level of academic and functional performance including the age-appropriate transition assessments.
- Identify the gaps between the skills and activities the student has and those skills/activities that still need to be developed to be successful in the postsecondary environments
- Identify and select strategies from the 5 areas to help develop the necessary skills
- Incorporate the strategies into the Transition IEP
- Implement the Transition IEP
- Evaluate the effectiveness of the Transition IEP

What follows are examples for each of the 5 definition areas as defined by IDEA 2004. The list of examples is by no means exhaustive but intended to provide you with a thorough list to help in developing the Transition IEP and transition services.

INSTRUCTION

Instruction as a transition service is a broad range of activities that promotes access to school curriculum, help students gain needed skills and move toward his/her postsecondary goals. Instruction around the acquisition of daily living skills may be needed for some students who need preparation of specific life skills (e.g., self-care, money management, transportation).



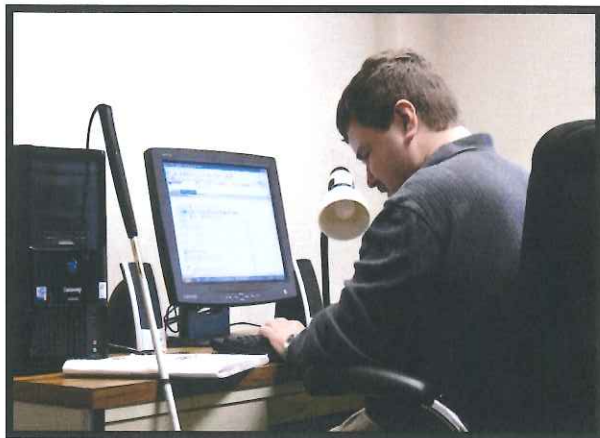
Examples of Activities for Instruction

1. Take specific classes or career pathway sequence at the Career Center
2. Learn and practice social skills
3. Learn and practice self-determination skills
4. Learn and practice self-advocacy
5. Learn and practice employability skills
6. Enroll in SAT prep courses
7. Take internship/apprenticeship program
8. Learn budgeting/money management skills
9. Practice negotiation skills for job raises, car purchases, job hiring, etc.
10. Access tutoring services in school or private agency
11. Participate in counseling
12. Participate in anger management counseling sessions
13. Enroll in adult role and responsibilities course
14. Enroll in personal finance course
15. Enroll in career orientation course
16. Learn and demonstrate time management skills
17. Learn and demonstrate study skills
18. Participate in transportation training (e.g., bus training, rural transit, taxi)
19. Participate in Drivers Education training
20. Participate in a CPR/First Aid course
21. Enroll in parenting classes
22. Take a life skills class
23. Participate in community-based instruction
24. Participate in community-referenced/life skills curriculum
25. Learn and practice computer skills
26. Learn and practice using an IPAD/IPOD to access instructional materials

27. Research colleges and/or careers and requirements using O'Net (www.onet.org)
28. Learn and practice self-management skills
29. Learn and practice to manage medication
30. Research college scholarship opportunities
31. Learn and practice problem-solving skills
32. Learn and practice communication skills
33. Learn and practice coping skills
34. Learn recreation and leisure skills
35. Learn and practice responsible decision-making



RELATED SERVICES



These are the supports (e.g., psychology, physical therapy, occupational therapy, speech therapy, assistive technology) needed for students to access more integrated work, education, and living environments. Related services within the context of transition services is to help students (and families) determine if related services are needed beyond high school, help identify who or what agency might provide those services, help identify how the student (parent) can

access those services and make the connections to needed services prior to the student leaving school.

Examples of Activities for Related Services

1. Complete an assistive technology evaluation
2. Connect with adult services who provide assistive technology
3. Participate in orientation and mobility services
4. Work with school health nurse on medication management
5. Learn about audiological services for after high school
6. Obtain new equipment for future environments (wheel chair, braces, assistive technology)
7. Learn how to access interpreter services for college and/or employment settings
8. Participate in rehabilitation counseling
9. Identify possible community resources or sources of support for coping with difficult situations
10. Explore options for modifying vehicle
11. Explore options for a service animal
12. Obtain a driving capability assessment from Vocational Rehabilitation Services
13. Use augmentative communication devices in community settings
14. Visit potential post-school providers of physical therapy (or other therapies)
15. Participate in social work services
16. Connect with local community mental health centers for services
17. Enroll in substance abuse program

COMMUNITY EXPERIENCES

Community experiences involve a variety of activities and experiences that are provided outside the school building. A range of career and job domain activities (e.g., job shadowing, internship, work experiences) are used to learn knowledge and skills to meet the requirements of specific occupations or career pathways. For students going onto postsecondary education, activities often involve touring colleges and/or programs offered by various colleges and universities (e.g., summer programs).



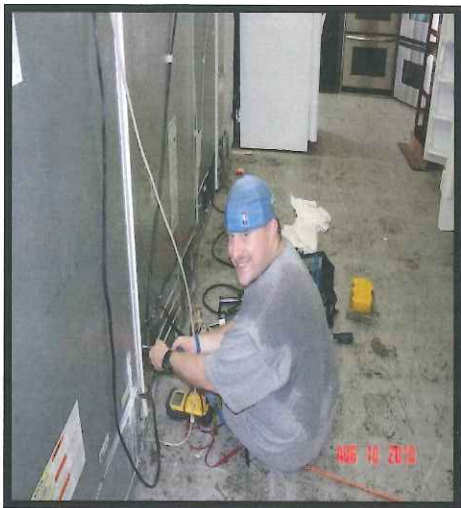
Example of Activities for Community Experiences

1. Practice budgeting and shopping skills
2. Use public transportation to get to and from work site
3. Access local community resources such as health care facilities, mental health facilities, library, postal services, grocery store, bank, Laundromat)
4. Demonstrate appropriate social skills in community settings (being quiet in relevant settings, work settings, standing in line, asking for help)
5. Locate items in a grocery store
6. Explore new ways to use leisure time
7. Plan and participate in community activities (e.g., transportation, leisure, work)
8. Recognize and pay for small purchases in community settings
9. Participate in work experiences
10. Participate in job shadowing
11. Tour colleges
12. Participate in internships or apprenticeship programs
13. Tour employment or other community settings
14. Tour apartments
15. Obtain a state identification and/or driver's license
16. Observe a courtroom or jury duty process
17. Register with Selective Services
18. Understand and participate in voting process
19. Explore and tours living and housing options
20. Join and/or participate in community recreation center or YMCA

21. Learn about and participate in volunteer opportunities (e.g., Habitat for Humanity, Hospital, Animal shelter, library)
22. Learn about and visit potential places for shopping for food, clothes, etc.
23. Learn and practice the dangers of accepting assistance/goods from strangers
24. Select and order his/her food in restaurant
25. Learn and practice problem-solving skills in community settings
26. Able to identify the locations of and get to social service agencies (e.g., employment agencies, social services, rehabilitation agencies, etc.)
27. Join local organization and club
28. Participate in extracurricular activities such as _____
29. Learn about public museums, art galleries, etc.
30. Enroll in a community course



Development of Employment and Adult Living Objectives



With a major focus on career planning, these services help the student develop, define, refine and finalize his/her postsecondary goals. Assessments, experiences, and planning activities are key to helping students finalize their goals. This area focuses on the development of work-related behaviors, job seeking and keeping skills, career exploration, skill training and actual employment. Volunteer work also provides important skills and experiences that could lead to integrated employment or supported employment. Adult living objectives are those services that include support activities done occasionally such as accessing employment support agencies, registering to vote, filing

taxes, renting a home, accessing medical services, filing for insurance, or accessing adult services, college information, Social Security Income (SSI).

Remember: The focus for postsecondary employment goals for all students with disabilities is integrated competitive employment, which is defined as employment at a competitive wage or at least minimum wage.

Examples of Activities for Employment and Adult Living Objectives

1. Participate in community-based employment program/work-study program
2. Participate in an apprenticeship or internship program
3. Complete application to Vocational Rehabilitation Services
4. Interview various workers in interested field
5. Obtain specific information about an occupation
6. Meet with employment agencies or supported employment providers to identify services
7. Learn about WorkOnes
8. Participate in in-school jobs
9. Participate in community work experiences
10. Practice completing job applications and interviewing skills with work study coordinator
11. Interview military branch officers
12. Attend transition fair/career fair at school
13. Attend college night at school
14. Meet with armed forces recruiter
15. Learn about voting and where to register to vote

16. Learn about meeting locations, dates and times for support groups (e.g., Alcoholics Anonymous)
17. Participate in job shadowing
18. Go on interviews with employers
19. Develop resume, cover letters and thank you notes for after interviews
20. Participate in transition assessments
21. Write a Plan for Achieving Self-Support (PASS) and submit to SSA to obtain funding for transportation to and from a job
22. Explore college grants, loans and scholarships
23. Complete financial aid information
24. Work part-time in an area of interest
25. Learn about social security work incentives
26. Learn about Ticket-to-Work and opportunities
27. Work with VRS Counselor to develop Individual Plan for Employment
28. Research interested careers through O'Net
29. Learn and practice skills needed to access job search services
30. Apply for housing assistance (HUD)
31. Open a bank account
32. Visit adult service providers
33. Explore guardianship issues and financial planning
34. Register to vote and learn about election process
35. Apply to colleges
36. Apply to Bureau of Developmental Disabilities Services and/or Medicaid Waivers
37. Participate in financial literacy and asset development training
38. Obtain information on managing personal health and fitness
39. Explore residential options



Acquisition of Daily Living Skills, Including a Functional Vocational Evaluation



Daily living skills are included, “if appropriate” to support student ability to do those activities that most adults do every day (e.g., grooming, preparing meals, budgeting, maintaining a home, paying bills, caring for clothes). A functional vocational evaluation is an assessment process through situational assessments or a community-based assessment in the settings where the actual skills and/or job are performed. This practical process includes observations, data from task analysis, and other formal or informal measures.

Examples of Activities and Strategies for Acquisition of Daily Living Skills and Functional Evaluation, if appropriate.

1. Take cooking classes
2. Learn to operate washing/dryer
3. Learn to use an ATM card
4. Learn meal preparation
5. Learn grocery skills
6. Learn how to purchase and care for clothes
7. Learn and practices basic self-care
8. Learn and practices grooming and hygiene skills
9. Care for personal toileting needs
10. Communicate personal information (e.g., name, address, gender, telephone number, etc.) in appropriate situations
11. Manage daily time schedule
12. Open checking/savings account
13. Learn emergency procedures
14. Take courses in health, family planning, child development
15. Learn medication self-management
16. Take childcare classes
17. Plan for daily and weekly outings
18. Choose and wear clothing appropriate in size, color, pattern, and style

19. Listen to the weather forecast to plan daily/weekly outings/clothes choices
20. Demonstrate safety skills in various settings (e.g., home, kitchen, work)
21. Learn and practices seeking medical and/or emergency assistance
22. Learn basic laundry skills
23. Learn basic first aid skills
24. Use cell phone to call for assistance and/or information
25. Participate in a variety of community-based work assessments (situational/community-based)
26. Complete a picture career interest inventory
27. Produce observable work samples



Adapted from: Helping educators, parents and other stakeholders understand: Post-school outcomes, course of study and coordinated set of activities by Ed O'Leary and Wendy Collision (2002).