

Revised Transition Services

Helping Educators, Parents, and Other Stakeholders Understand:

- Postschool Outcomes
 - Course of Study
 - Coordinated Set of Activities
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Adapted from:

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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.

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 list 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 idea was, beginning at age 16 a long-range plan for post school adult life would be developed. This requires that the IEP actively involve the student, family and representatives from whatever post school services, supports or programs will be necessary in order for the student be successful when the exit school. Again, there should be a direct relationship between the student's desired post school outcomes, what the student will be taking in school and this long range plan for postschool adult life. It is clear that if students are to be successful postschool the school cannot provide or pay for everything. That is why this plan must be a "coordinated" effort between school, the student, family and the necessary postschool services supports or programs.

The development of a “coordinated set of activities” has been a challenge to many special educators. Part of the challenge has to do with understanding that this “statement” is not a sentence or pull down menu from a list of possible suggestions. This “statement” is a “broad accounting of what will happen, when it will occur, who is involved and who is responsible”. The activities/strategies are not annual goals, short term objectives or benchmarks. In order to write these statements and do this type of planning, special educators need to think “big picture” and plan beyond just 12 months.

The following are several examples of statements of needed transition services that are “coordinated sets of activities”. They begin with the identification of the student’s desired postschool outcomes, specify the course of study and identify the activities/strategies that will lead to the student’s desired postschool outcomes.

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Example

Student with a Moderate Disability

Measurable Postsecondary Goals (with Mom’s assistance)

| | |
|---|--|
| Employment: | I will work part time in a grocery store like Pick N Save. |
| Education/Training: | I will receive on-the-job training at Pick N Save. |
| Independent Living: | I will live in a group home with other friends or roommates. I will need assistance with buying food, caring for myself, and doing work around the house. |
| <i>Additional Postsecondary Goal Areas – not required</i> | |
| Community Participation: | I will be involved in my church and spend time with other people in Brookfield. I will go shopping in different stores. I like working outside by raking leaves and picking up sticks. |
| Recreation & Leisure: | I will join Special Olympics; go to baseball, football, and basketball games. I will play soccer, basketball, football, and baseball/softball with my friends. I like to watch movies and reading store ads. |

Envisioned Course of Study

| School Year | Grade Level | List course to be taken each year | Credits |
|--------------------|----------------------------|---|----------------|
| 2005-2006 | 9 th – Freshman | Business Basics, Math Basics, Reading Essentials, Specially Designed Physical Education, Environmental Science, Self Advocacy, English Essentials, Current Events | |

| | | | |
|-----------|---------------------------------|--|--|
| 2006-2007 | 10 th – Sophomore | Business Basics, Consumer Math, Readings and Literature, Specially Designed Physical Education, Citizenship, Life Art, Speech and Drama, Social Skills, Employability Skills, Family Living | |
| 2007-2008 | 11 th – Junior | English for Work, Math for the World of Work, Budgeting Money, Business Management, Specially Designed Physical Education, Music Appreciation/ Culinary Arts/Stress and Self Esteem; Microsoft Word/Graphics Work Experiences | |
| 2008-2009 | 12 th – Senior | Communication and Writing Skills, Functional Math for Living, Daily Living Skills, Essentials of Business Operations, Reading for Life, Specially Designed Physical Education, Art Applications/Computer Applications/Photography Work Experiences | |
| 2009-2011 | 19-21 years of age | Community Based Instruction | |

Transition Services – Coordinated Set of Activities

| Transition Services | Needs and Activities | Timeline for Activities | Agency(ies) Responsible | Provider and Payer |
|---------------------|---|-------------------------|--|--------------------|
| Instruction | - Complete a learning styles inventory to identify preferences and strength areas. | 2006-2007 | Student, School, or Guidance Counselor | School |
| | - Encourage participation in extra-curricular activities such as Key Club or other volunteer clubs. | 2006-2011 | Student, Family | Family |
| | - Walk through registration for and provide information about clubs available within the school environment | 2006-2011 | School, Student, Family | School, Family |
| | - Enroll in self advocacy class. | 2006-2011 | School, Student, Family | School, Family |
| | - Learn self advocacy skills within appropriate context. | 2006-2011 | School, Student, Family | School, Family |
| | - Tour post school occupational training programs | 2008-2009 | School, Student, Family | School, Family |
| | | | | School, Family |

| | | | | |
|------------------------------|--|-----------|---|----------------|
| Community Experiences | - Join Special Olympics chapter | 2006-2007 | Student, Family | Family |
| | - Learn about and visit potential places in the community to shop for food, clothing, and other goods. | 2006-2007 | Student, Family, School | School, Family |
| | - Visit the mall or food court with a provider; identifying restaurants/stores and meals of choice. | 2006-2009 | Student, School, Family | School, Family |
| | - Learn about street safety | 2006-2007 | Student, School, Family | |
| | - Learn about stranger danger | 2007-2008 | Student, School, Family | School, Family |
| | - Learn to recognize community helpers / safe people | 2006-2007 | Student, School, Family | School, Family |
| | - Learn rules for riding on/in public transportation | 2007-2008 | Student, School, Family | School, Family |
| | - Learn about the use of wallet and information available within | 2006-2007 | Student, School, Family | |
| | - Acquire a state ID | 2006-2007 | Student, Family | School, Family |
| | - Carry wallet with information at all times | 2006-2011 | Student, School, Family | |
| Community Experiences | - Investigate participation in church or social recreational events | 2006-2007 | Student, Family | School, Family |
| | - Join a community recreation center or YMCA | 2006-2008 | Student, Family | Family |
| | - Identify different living/housing options | 2008-2009 | Student, Family, Waukesha County DD | Family Family |
| | | 2006-2011 | Student, Family, Local Volunteer Center | |
| | - Contact community volunteer center to find opportunities to assist with making food baskets or serving meals | | | Family |
| | | 2008-2009 | Student, School, Family | Family |
| | - Determine transportation options available within the community (city or county) | 2006-2011 | Student, Family | Family |
| | - Register for classes with city parks and adaptive recreation programs | | | School, Family |
| | | | | Family |

| | | | | |
|---|---|---|-------------------------|----------------------|
| Employment | - Meet with DVR representative for eligibility determination and placement (order of selection). | 2007-2008 | Student, Family, DVR | Family, DVR |
| | - Complete application for Division of Vocational Rehabilitation | 2007-2008 | Student, Family, DVR | Family, DVR |
| | - Memorize social security number. | 2006-2007 | Student, Family | Family |
| | - Engage in trips and tours to potential job and work experience sites. | 2006-2007 | Student, School, Family | School, Family |
| | - Practice completing job applications and interviewing skills | 2008-2009 | Student, School | School |
| | - Participate in job shadowing experiences | 2008-2009 | Student, School | School |
| | Related Services | - Identify potential post-school providers of related services and funding sources. | 2007-2008 | Student, Family, DVR |
| | - Complete applications for county support programs. | 2006-2007 | Student, Family | Family |
| | - Mobility training and orientation from school, home, work, church, and frequently visited community stores and sites. | 2007-2008 | Student, School, Family | School, Family |
| Post-secondary training and Adult Living | - Learn about expectations for eating in restaurants. | 2006-2008 | Student, Family, School | Family, School |
| | - Learn appropriate table manners across a variety of settings | 2006-2008 | Student, Family, School | Family, School |
| Post-secondary training and Adult Living | - Learn about appropriate behaviors and job skills in the workplace. | 2006-2009 | Student, School, DVR | |
| | - Learn kitchen safety and identify hazards in the kitchen | 2006-2011 | Student, Family, School | School, DVR |
| | -Explore guardianship issues and estate planning | 2007-2008 | Student, Family, School | Family, School |
| | - Visit adult service providers in the community. | 2009-2010 | Student, Family | Family |
| | | | | Family |

| | | | | |
|--|---|-----------|-------------------------|-------------------|
| Daily Living (if appropriate) | - Learn to sort and care for clothing. | 2006-2008 | Student, Family, School | School, Family |
| | - Purchase clothing at a variety of stores | 2006-2008 | Student, Family | Family |
| | - Learn to operate a washer and dryer. | 2006-2008 | Student, Family | Family |
| | - Develop a network of informed supports (i.e., friends, neighbors, etc.) | 2006-2009 | Student, Family | Family |
| | - Develop a personal fitness routine. | 2006-2007 | Student, School, Family | School, Family |
| | - Purchase food in a variety of environments | 2006-2008 | Student, School, Family | School, Family |
| | - Learn how to prepare simple meals with assistance. | 2006-2011 | Student, School, Family | School, Family |
| | - County Waukesha County case manager to be placed on the residential service waiting list | 2006-2007 | Student, Family | School, Family |
| | - Visit/tour a variety of adult housing options with supports | 2007-2008 | Student, Family | Family |
| | | | | |
| Functional Vocational Evaluation (if appropriate) | - Collect functional information regarding the student's vocational interests and abilities. | 2006-2008 | Student, School, Family | School, Family |
| | - Provide opportunities for job sampling in the community in the 10 th , 11 th , & 12 th grades. | 2007-2009 | Student, School | School |
| | - Conduct person-centered planning. | 2006-2008 | Student, Family, School | Family |
| | - Develop a vocational profile based on functional information | 2006-2007 | Student, School | School |

Example 2

Student with a Mild Disability

Measurable Postsecondary Goals

Education/Training:

Following graduation, I will attend Iowa State University and major in sociology.

Employment:

Following graduation from college I will become a social worker or someone who works with adjudicated youth.

Independent Living:

I will live in the dorm while attending college.

Courses of Study

| Age: 14/15 School Year: '03- '04 | Age: 15/16 School Year: '04- '05 | Age: 16/17 School Year: '05-'06 | Age: 17/18 School Year: '06- '07 | Age: _____ School Year: _____ |
|---|---|---|--|--|
| Math I | Math II | Math III | First Aid/CPR | |
| English I | English II | English III | English IV | |
| World History | Earth Science | American History | Government/ Free Enterprise | |
| Biology | Culinary Arts I/II | Early Childhood Development | Psychology | |
| Keyboarding and Health | Human Services | Culinary Arts III/IV | Work Experience Crisis Intervention Center | |
| Career Exploration | P.E. | Teacher Assistant in kindergarten classroom | Work Experience Crisis Intervention Center | |

Additional Educational Opportunities: During summer volunteer at local Boys and Girls club assisting with summer youth programs; participate on soccer team during school year. Participation in Special Olympics and church choir.

Coordinated Set of Activities

| Transition Services | Needs and Activities | Timeline for Activities | Agency(ies) Responsible | Provider & Payer |
|--|--|---|--|---|
| Instruction: | <ul style="list-style-type: none"> *Consider enrollment in tech prep program for Human/ Social services in 11th grade. *Contact local community college for disability documentation policy *Obtain, complete, and submit application to community college | <ul style="list-style-type: none"> '04 – '05 '05 – '06 '06 – '07 | <ul style="list-style-type: none"> *student, Vocational Education teacher *student *student, parent | <ul style="list-style-type: none"> *School *There is no expense for this activity. *student and parent will cover expenses for this activity. |
| Community Experiences: | <ul style="list-style-type: none"> *Investigate wellness and fitness centers offering yoga and Tai Chi. *Contact community volunteer center to find opportunities to assist with making food baskets and serving meals. *Join a community team for soccer and Frisbee. | <ul style="list-style-type: none"> '03 – '04 '04 – '05 '06 – '07 | <ul style="list-style-type: none"> *student, parent *student, local Volunteer Center *student, City of Parks and Recreation | <ul style="list-style-type: none"> *There is no expense for this activity. *There is no expense for this activity. *Any expense for league joining will be covered by student. |
| Employment: | <ul style="list-style-type: none"> *Meet with adult workers in the field of social work. *Research through O'Net careers, qualifications, and specifications for careers in social work. *Meet with Vocational Rehabilitation to determine eligibility for services. *Participate in summer internship at domestic abuse shelter for women and children *Participate in community based instruction in the 12th grade in field of social work. | <ul style="list-style-type: none"> '03 – '04 '04 – '05 '05 – '06 '05 – '06 '06 – '07 | <ul style="list-style-type: none"> *student, school counselor * student, school * student, parent, VR counselor, school *student, Job Services Counselor *student, Vocational Education | <ul style="list-style-type: none"> *School *School *VR *One Stop Career Center, summer youth program *school |
| Related Services: The team does not see an identified need for long-term supports in this area. | | | | |

| | | | | |
|--|---|-----------|---|--|
| Post-secondary training and Adult Living: | <ul style="list-style-type: none"> *Develop a budget for costs of postsecondary education. *Apply for consumer education on home buying and informed decision-making. | '05 – '06 | *student, family | *There is no expense for this activity. |
| | | '06 – '07 | *student, Neighborhood Housing Services | *Neighborhood Housing Services does not require a fee for this activity. |
| Daily Living (if appropriate): | *Take a cooking course. | '05 – '06 | *student, community college | *Student and family will cover the cost of this course. |
| | *Prepare an initial housing budget. | '05 – '06 | *student, parents | *There is no expense for this activity. |
| Functional Vocational Evaluation (if appropriate): | <ul style="list-style-type: none"> * Meet with school counselor to affirm vocational interests and aligned graduation plan to need. * Meet with employer to develop situational vocational assessment in the community. | '03 – '04 | *student, Guidance counselor | *School |
| | | '05 – '06 | *student, Vocational Education Teacher | *School |

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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 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 a 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

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' rights 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. 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.).

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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.

1. Investigate 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.

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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.

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 specifications, 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.

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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 a 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.

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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 this 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 this IEP term, discuss transfer of rights at the age of majority.

Adapted from the Montana Office of Public Instruction "Transition IEP Agenda."
January 2002