Transition Services/Coordinated Set of Activities Examples

Instruction:
- Tour postsecondary occupational training programs
- Contact local college for disability documentation policy
- Complete & submit application to p/s institution
- Tour Career Planning Center & inquire in to training programs available through them
- Visit college campuses & meet with disability coordinators
- Explore admission requirements for vocational/technical school
- Explore admission requirements for state colleges
- Write an info interview letter to the disabilities coordinator at a p/s school of interest
- Research college scholarship opportunities
- Obtain, complete and submit applications to colleges of interest
- Obtain, complete and submit applications for tuition assistance
- Complete learning styles inventory to identify preferences & strengths
- Complete an assistive technology evaluation
- Meet with military branch officers
- Meet regularly with HS guidance counselor re. necessary paperwork for college admissions
- Complete a study skills training class
- Attend Catch the Wave workshop (annually in April)
- Enroll in vocational education classes/multi-district classes
- Check with college/tech school about “auditing” classes
- Sign up for/take ACT-SAT test
- Request accommodations for ACT-SAT test if necessary
- Apply for financial aid for college (seniors)
- Review & update transition assessments (ESTR, TBI, Brigance Inventory, etc)

Related Services:
- Identify and visit community mental health agencies
- Visit potential postschool providers of physical therapy
- Learn to use a guide dog effectively
- Identify potential postschool providers of recreation therapy or occupational therapy and potential funding sources
- Receive orientation and mobility training in place of employment
- Explore city/county transportation options
- Learn about potential postschool providers of speech therapy
- Identify possible sources of support for coping with difficult life situations
- Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology, etc.)
- Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency

Community Experiences:
- Take classes through the local 4-H organization
- Enroll in community ed or recreational programs of interest
- Learn about Americans with Disabilities Act
- Learn about students’ rights under IDEIA
- Enroll in self-advocacy/self-awareness study
- Participate in church youth groups
- Visit potential places in the community to shop for food, clothes, etc
- Tour the city library
- Join a community recreation center or YMCA
- Obtain a state id card or driver’s license
- Participate in age appropriate social activities (dances, dating, concerts, sporting events, etc)
- Register to vote
- Register with the selection service
- Observe a courtroom or jury duty process
- Take Drivers Ed class/get Drivers Ed training/one-one if needed
- Sign up to help with summer recreation programs, Park & Rec, etc.
- Join local service clubs (Lions, Sertoma, Kiwanis, etc)

**Employment:**
- Interview a job coach for possible assistance following high school
- Participate in a career awareness program or class
- Interview an adult worker in career field of interest
- Job shadow an adult worker in career field of interest
- Participate in Project Skills, if VR eligible
- Obtain a paid p/t job
- Take the ASVAB
- Tour SD Career Center (formerly Job Services)
- Practice completing job applications & interviewing skills
- Volunteer in career of interest
- Memorize your Social Security number
- Draft resume, cover letters and thank you notes for after interviews
- Meet with Job Corps counselor
- Perform duties/school staff (secretary, janitor, cook, teacher, etc)
- Research 3 different careers/write paper
- Take career interest inventories/surveys to help pinpoint interest area
- Attend Career Days with HS class

**Acquisition of Daily Living Skills:**
- Explore city/county transportation options
- Enroll in self-advocacy/self-awareness study or class
- Enroll in any ‘consumer science’ class at HS (foods, parenting, single survival, money/time management, etc)
- Learn about time management
- Take a CPR/First Aid course
- Develop monthly living budget
- Apply for Supplemental Security Income (SSI)
- Open a bank account
- Memorize phone number and complete mailing address
- Access postal services
- Explore insurance issues/needs
- Explore guardianship issues
- Perform minor home repairs
- Register with the Division of Developmental Disabilities
- Schedule and keep appointments
- Obtain addresses & phone numbers in the telephone directory
- Use telephone independently
- Learn to operate a washer, dryer, dishwasher, microwave
- Learn to tell time
- Manage daily time schedule
- Take medications independently (or learn how to)
- Develop a network of informal supports (friends, neighbors, etc.)
- Inquire into rates of utilities (gas, water, electric, phone, cable, etc.)
- Develop a personal fitness routine
- Obtain a bank ATM card
- Attend to daily grooming/hygiene skills independently
- Meet with potential landlord to learn about expectations of a renter
- Purchase food and prepare meals
- Purchase clothing and learn how to care for clothes
- Apply for Youth Leadership Forum (annually in June)
- Apply for Job Corps training program
- Visit local Independent Living Center to inquire about services
- Have independent living assessment done
- Develop emergency procedures for use at home
- Select a primary care physician and dentist.
- Keep and use a calendar, address book, telephone numbers
- Plan recreational outings (alone and/or with friends) weekly
- Inquire into/decide what religious denomination to join

**Other Post-School Adult Living Objectives:**
- Visit community mental health agencies
- Identify potential p/s providers of related services and their funding sources
- Check availability of mentor program in community
- Learn about community agencies that provide services and support to people with disabilities
- Tour area adjustment training center
- Complete application for ATC
- Contact Independent Living Center for possible services
- Inquire into housing assistance program (HUD)
- Contact Services to the Blind & Visually Impaired
- Inquire into programs available through Department of Social Services (food stamps, medical insurance, etc)
- Inquire into Division of Rehabilitation eligibility
- Maintain regular contact with VR counselor
- Complete application for Vocational Rehabilitation Services if eligible

**Functional Vocational Evaluation:**
- Participate in a situational vocational assessment
- Provide opportunities for job sampling in the community
- Collect info re. the student’s vocational interests and abilities
- Conduct formal aptitude tests such as VALPAR and WRIOT
- Review previously administered career interest
- Meet with HS guidance counselor to affirm vocational interests and align graduation plan to need
- Complete CHOICES or Bridges computer program to determine vocational interests