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 in to 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 in to housing assistance program (HUD)
Contact Services to the Blind & Visually Impaired
Inquire in to programs available through Department of Social Services (food stamps, medical insurance, etc)
Inquire in to 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