Transition Services in the IEP

Guidelines and Examples

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TRANSITION SERVICES IN THE IEP
GUIDELINES AND EXAMPLES

This technical assistance document is intended to help members of the Individualized Education Program (IEP) team develop and write effective transition statements in the IEP. It was designed...
to provide guidance to schools, families and others regarding the implementation of transition services to students with disabilities under the Individuals with Disabilities Education Act and the Administrative Manual for Special Education Services (AMSES).

This document contains recommended practices and procedures that may enhance the services to children and youth with disabilities. All policy statements regarding the delivery of special education and related services are contained in the current AMSES and the Individuals With Disabilities Education Act.

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Information for this handout has been adapted from:


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Revised by the Exceptional Children Group, Delaware Department of Education
Table of Contents

Student’s Preferences and Interests 4

Student’s Desired Post-School Goals 6

Present Levels of Educational Performance Related to Transition 8

Statement of Transition Service Needs 11
  Long-Range Educational Plan

Statement of Needed Transition Services 13
  Coordinated Set of Activities/Strategies
PREFERENCES AND INTERESTS

STUDENT’S PREFERENCES AND INTERESTS: What is the student interested in at this time? What does he/she like to do? What preferences does the student have for work, recreation and independent living in the future? The IEP team must gather and document information from the student regarding his or her preferences and interests. The student’s needs, preferences and interests guide the IEP process. They should be the starting point to determine the post-school goals, courses of study, transition service needs, needed transition services, annual goals and short-term objectives/benchmarks. If the student does not attend the IEP meeting, the IEP team must take steps to ensure that the student’s interests are considered.

EXAMPLES

Jobs and Job Training:
- Prefers to be independently employed and knows the field he/she wants to study or pursue
- Knows he/she wants to be independently employed, but doesn’t know in what field
- Wants a job with limited supports (e.g., job coach)
- Functions well in supported employment situations (e.g., long-term support – job coach or natural support)
- Wants organizational employment through an adult provider (e.g., crew work, contract work)
- Comfortable in structured settings, would consider sheltered employment through an adult provider
- Wants day habilitation services through an adult provider
- Enjoys helping father build and do repairs around the house
- Likes working with animals
- Other…

Recreation and Leisure:
- Wants to participate in community activities independently
- Wants to identify outdoor community activities (e.g., hiking clubs, ski groups, hunting clubs)
- Wants to join community facilities for recreation/leisure services
- Wants to participate in community activities with a family member or friend’s support
- Wants to participate in group activities supported by a provider
- Enjoys fishing, biking and swimming
- Likes to go to the mall with friends
- Likes to go to the movies
- Enjoys Special Olympics
- Other…

Community Participation:
- Wants to be independently mobile in the community and access specific services of choice
- Wants to be independent in the community with support for transportation to access specific services of choice
- Wants community access with the support of family and friends for accessing specific services of choice
- Wants community access with a provider
• ENJOYS BEING INVOLVED IN CHURCH-RELATED ACTIVITIES
• LIKES GOING TO THE MALL, WANTS TO LEARN HOW TO TAKE THE BUS
• OTHER…

**Post-Secondary Education and Vocational Training:**
• INTERESTED IN ATTENDING A FOUR-YEAR COLLEGE TO GAIN A DEGREE IN A SPECIFIC FIELD
• WOULD LIKE TO ATTEND COLLEGE, BUT IS UNSURE ABOUT WHAT HE/SHE WILL STUDY
• WANTS TO ATTEND A TWO-YEAR COMMUNITY COLLEGE
• INTERESTED IN GOING TO A TECHNICAL COLLEGE
• WANTS TO TAKE NONACADEMIC COURSES AT THE LOCAL COMMUNITY COLLEGE
• WANTS TO ATTEND A VOCATIONAL TRAINING PROGRAM
• OTHER…

**Independent Living:**
• WANTS TO LIVE INDEPENDENTLY WITHOUT SUPPORT
• WANTS TO LIVE IN AN APARTMENT WITH LIMITED SUPERVISION
• WANTS TO LIVE IN A SUPPORTED ENVIRONMENT
• WANTS TO LIVE WITH A SUPPORT STAFF ROOMMATE
• WANTS TO LIVE IN A GROUP HOME
• WANTS TO LIVE IN A FAMILY HOME WITH SUPPORT
• WANTS TO LIVE IN A SPECIALIZED CARE FACILITY
• ENJOYS BEING WITH FRIENDS AND WANTS TO LIVE WITH ROOMMATES
• OTHER…
## POST-SCHOOL OUTCOMES

**Student’s Desired Post-High School Outcomes:**

<table>
<thead>
<tr>
<th>Employment:</th>
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<tbody>
<tr>
<td>Community Participation:</td>
</tr>
<tr>
<td>Post-Secondary Education and Training:</td>
</tr>
<tr>
<td>Independent Living:</td>
</tr>
</tbody>
</table>

**STUDENT’S DESIRED POST-SCHOOL OUTCOMES:** The desired post-school outcomes or goals are based on the student’s preferences, needs and interests. They are the goals, dreams, interests and aspirations held by the student, and may not be the same as the desired goals or visions held by the educational professionals. The IEP team should gather answers to the following questions: What does the student want to do beyond school (e.g., further education or training, employment, military, continuing or adult education, etc.)? Where and how does the student want to live (e.g., dorm, apartment, family home, group home, supported or independent)? How does the student want to take part in the community (e.g., transportation, recreation, community activities, etc.)? It is essential that this information is collected because transition services described in the IEP must directly relate to the student’s anticipated post-school goals and the student’s preferences and interests.

### EXAMPLES

**Employment:**
- Wants to be a carpenter and work constructing homes
- Wants to continue working in jobs that involve animals
- Wants to work in the field of aviation
- Interested in becoming an electrician
- Wants to go to technical college to become a computer technician
- Desires a job in the automotive field
- Wants to work in a hospital with the assistance of a job coach
- Undecided about future employment, but wants a job working with children
- Other…

**Community Participation:**
- Wants to learn to access community services (e.g., post office, grocery store, mall, bank)
- Wants to get driver’s license to increase independence in the community
- Wants to register to vote and learn about the election process
- Wants to join church youth group
- Wants to join the Boy/Girl Scouts
- Wants to learn to shop independently
 Wants to register with selective service
 Wants to participate in age-appropriate social activities (e.g., dances, skating, concerts, sporting events)
 Wants to identify transportation options within the community (e.g., Taxi, DART, DAST, carpool, bus, etc.)
 Would like to spend more time doing outdoor activities with friends
 Would like to access recreational services at YMCA
 Would like to go to the mall independently
 Would like to learn how to play golf
 Would like to attend music concerts
 Wants to learn to ski through Special Olympics or at a Pocono Ski Area
 Other…

**Post-Secondary Education and Vocational Training:**
 Wants to attend Delaware State University to obtain a degree in biology
 Wants to attend Delaware Technical and Community College to take art classes
 Wants to attend the UD to get a degree in business
 Wants to take gardening classes at a local nursery
 Wants to take computer course at a Training Institute
 Wants to attend truck driver training
 Wants to get a degree in culinary arts
 Other…

**Independent Living:**
 Wants to live in an apartment with a friend
 Wants to live in the dorm while at college
 Wants to remain at home with family
 Wants to live in a group home in the community
 Wants an apartment in town with limited supervision
 Would like to own a home
 Other…
PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (PLEP) RELATED TO TRANSITION:

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<tr>
<th>Strengths:</th>
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<th>Jobs and Job Training:</th>
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<td>Independent Living:</td>
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<tr>
<th>Concerns &amp; Needs:</th>
<th>Accommodations, modifications, supports &amp; services:</th>
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PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (PLEP) RELATED TO TRANSITION: What are the student’s current achievements relative to what may be necessary and appropriate for successful transition into adult life? The context for the PLEP discussion should be based upon the student’s desired post-school goal or vision. It is important to know where the student is functioning in relation to where he or she wants to go beyond school. The PLEP should focus on strengths, as well as relevant deficits and weaknesses. It should lead toward the identification of supports and services a student needs to achieve his or her desired post-school goals.

**EXAMPLES**

**Instruction:**
- Knows/uses accommodations to succeed in classes
- Knows/takes classes needed to attain future goals
- Attends classes regularly
- Completes assignments on time
- Participates in IEP planning to determine courses of study
- Accesses school resources to meet educational requirements
- Uses technology available in the building
- Uses augmentative equipment if identified
- Manages time and assignments using daily planner
- Meets with guidance counselor or advisor
- Identifies ongoing educational opportunities through adult or community education programs
Other…

**Employment/Training:**
- Has obtained a state ID card or driver’s license
- Has a social security card
- Has proof of citizenship
- Has participated in career exploration and assessment to determine interests, skills, and abilities as related to employment
- Has worked or volunteered in a community job of choice
- Has visited the local Job Service Center and knows how to use it for job assistance
- Can compile personal information to successfully complete a resume, job application, and interview for employment
- Has contacted Delaware Division of Vocational Rehabilitation to determine eligibility
- Has contacted Job Corps to identify potential training
- Has contacted guidance or the Department of Labor to apply for apprenticeships
- Other…

**Community Participation:**
- Identifies transportation options
- Accesses community services
- Can identify supports for community access
- Participates in activities in the community on a regular basis
- Can identify community helpers
- Can register for selective services, voting
- Knows/exercises legal rights
- Other…

**Post-Secondary Education/Training:**
- Passes courses needed for graduation and entry into college of choice
- Has identified a college for pursuing his nursing degree
- Is currently taking non-academic courses at Del Tech
- Met with DVR counselor to identify post-school business training options
- Has taken the PSAT/SAT/ACT
- Currently has a 3.0 average in college prep courses
- Is completing all career pathway electives leading to computer training program
- Participates in local adult and continuing education programs
- Is aware of support services available at the college of her choice
- Understands apprenticeship options through the Department of Labor
- Has discussed technical/trade training options with guidance counselor

**Independent Living:**
- Can demonstrate shopping skills
▸ Knows who to call/what to do in emergencies
▸ Can plan and prepare nutritious meals
▸ Can properly store food items
▸ Can perform self-care activities
▸ Can purchase and care for clothing
▸ Can perform child care activities
▸ Can identify community resources for help
▸ Can identify living options
▸ Has taken cooking classes and practices cooking skills
▸ Knows how to read bus schedule
▸ Uses telephone for communication
▸ Uses calendar for keeping track of schedule
▸ Has taken first aid classes and knows what to do in case of medical emergency
▸ Prepares shopping list and purchases food
▸ Can manage personal finances
▸ Can use banking services
▸ Can demonstrate principles of consumerism
▸ Can identify housing options
▸ Can maintain a household
▸ Knows the services that will need to be continued (speech/physical therapy, mobility support, personal care assistance)
▸ Has researched providers of services
▸ Has identified provider choices
▸ Knows own strengths/limitations and needed supports
▸ Knows rights and how to advocate for self
▸ Can apply for financial support (Supplemental Security Income (SSI), General Assistance)
▸ Can identify services to locate a place to live
▸ Has participated in independent living training
▸ Can access medical services and mental health services in community
▸ Can manage a checking account
▸ Has met with the Disability Services Coordinator of selected college to determine eligibility and identify services and available supports
▸ Can complete a tax return
▸ Has applied for services from the Division of Developmental Disabilities Services (DDS)
▸ Other…
STATEMENT OF TRANSITION SERVICE NEEDS

Courses of Study Leading to Student’s Desired Post High School Outcomes:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Level</th>
<th>List Courses to be taken each year (A 4-year Graduation Plan may be substituted for this section)</th>
<th>Credits Earned</th>
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<tr>
<td>Ages 18-21</td>
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</tbody>
</table>

HIGH SCHOOL PROGRAM:
Diploma: _____ Certificate of Performance: _____

LONG-RANGE EDUCATIONAL PLAN: What knowledge, skills and behaviors will the student need to help him/her complete school and reach his/her desired post-school goals? The IEP team must provide an educational plan or courses of study for the student to ensure movement toward post-secondary goals. The courses of study may include required, elective, advanced placement, modified or specially designed courses, as well as other educational experiences in the school or community. The courses of study are determined in the context of the student’s desired post-school goals, strengths, functioning levels and need for accommodations and modifications. Once the IEP team determines the student’s desired post-school goals and how the student currently performs, it can design an educational program or course of study to help the student achieve his or her desired post-school goals. The course of study must be reviewed and revised annually.

EXAMPLE

The next page contains an example of what desired post-school outcomes and the resulting course of study might look like for a 9th grade student with a mild disability. This student has some ideas for plans beyond school, but is not completely sure. Notice in the long-range educational plan there are courses that relate to preferences and interests, courses that work on needed skills, and courses that provide opportunities for exploration. Using student’s own words in the IEP may help them see that what they say is valued and important. Actively involving students and using their preferences, interests and post-school goals in the planning of their courses of study could motivate them to remain in school. It may also help them to see that what they do in school will have a direct relationship to achieving what they want to do beyond school. Including course content next to class names may help make the educational plan more meaningful and motivating.
Student’s Desired Post-High School Outcomes:

Employment: I’m not sure what I want to do, but I might want to work someplace that has animals. Or even work with computers. I don’t really know what kind of job I could get.

Community Participation: I want to get a driver’s license and a car so I can get around town on my own. I want to see if there are any ski clubs or outdoor clubs.

Post-Secondary Education and Training: I would like to take classes at Del Tech, and see if I could go on to the University. Maybe I could even take cooking and ski classes.

Independent Living: I want to live with my parents for awhile, save some money and get an apartment with some friends.

Courses of Study Leading to Student’s Desired Post High School Outcomes:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Level</th>
<th>List Courses to be taken each year</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-03</td>
<td>9</td>
<td>Math I, English I (career exploration), Earth Science, PE/Health, Keyboarding, Study Skills, Music</td>
<td>6</td>
</tr>
<tr>
<td>03-04</td>
<td>10</td>
<td>Math II, English II (resumes, applications), Biology (outdoor studies), PE (Lifetime Sports), Foods and Nutrition, Computer Graphics, Study Skills (practice reading and career interests), Driver’s Education</td>
<td>6</td>
</tr>
<tr>
<td>04-05</td>
<td>11</td>
<td>Math III, English III, World History, Culinary Arts, Employability (workplace readiness, job shadowing), Study Skills</td>
<td>6</td>
</tr>
<tr>
<td>05-06</td>
<td>12</td>
<td>Music, English IV, Government, Community-Based Employment through Co-op</td>
<td>5</td>
</tr>
</tbody>
</table>

Ages 18-21

HIGH SCHOOL PROGRAM:
Diploma: __X__ Certificate of Performance: ____
STATEMENT OF NEEDED TRANSITION SERVICES

Needed Transition Services to Accomplish Post-High School Goals:

<table>
<thead>
<tr>
<th>Transition Services</th>
<th>Activities/Strategies</th>
<th>Agency/Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Community Experiences</td>
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<tr>
<td>Employment and other</td>
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<tr>
<td>Post-School Objectives</td>
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<tr>
<td>Daily Living</td>
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<tr>
<td>Functional Vocational Evaluation</td>
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<tr>
<td>Other</td>
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</table>

In Addition to School Supports, the Student Will Need the Assistance of:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Contact Person</th>
<th>Phone Number</th>
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DOCUMENTATION OF OTHER AGENCY PARTICIPATION IF THEY DID NOT ATTEND:

COORDINATED SET OF ACTIVITIES/STRATEGIES: What activities and strategies can be identified in the IEP to help the student move toward the realization of post-secondary outcomes? What services, supports or programs will this student need in order to achieve his or her desired post-school goals and ensure success as he or she enters the adult world? How can the student be linked to the needed post-school services, supports or programs before he or she leaves the school setting? The school’s responsibility is to help identify activities and strategies, involve appropriate agencies and coordinate the process so that the student’s goals are met. This statement is a long-range plan for adult life. Not all of the activities need to be completed in the life of the current IEP. The activities should reflect all of the things that need to be done over several years to help the student prepare for the transition to the adult world. The IEP teams can identify the dates or school year in which each activity will be addressed and can then prioritize those activities to be addressed for the coming year. All of the activities/strategies must be reviewed and refined each year based on what has been accomplished, current and future needs, and emerging preferences and interests. Not all of the activities will be the responsibility of the school to oversee, provide or pay for. It is the responsibility of the team to ensure that appropriate outside agencies are involved in transition planning, and that there is coordination among all responsible parties.

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The discussion, planning and decision-making should result in activities and strategies in the “statement of needed transition services” that:

- Reflect and lead toward achieving the student’s desired post-school goals.
- Are based on the student’s needs, interest and preferences.
- Identify in broad terms, those long-range activities in each of the transition planning areas that will be necessary to help the student achieve his or her post-school goals.
- Identify who will provide, be responsible for and pay for each activity.
- Identify the dates or school year in which each activity will be addressed and prioritize those activities to be addressed for the coming year.
- Demonstrate how, when all of the activities are combined, there is coordination among all responsible parties.
- Ensure that students and parents are aware of, and linked to, needed post-school services, programs and supports before the student exits the school system.

The following list of activities is intended to be a partial list of the many activities that an IEP team could recommend for a student to participate in. In developing the activities in the statement of needed transition services, it should be kept in mind that many of the activities/strategies could be justified under one or more of the categories. The category in which the activity/strategy is listed is not important. What is important is making sure that all of the critical activities/strategies are identified and listed somewhere in the plan.

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<tr>
<th>Transition Services</th>
<th>Activities/Strategies</th>
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<tbody>
<tr>
<td>Employment and other Post-School Objectives</td>
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**Employment and Other Post-School Objectives:** What activities and strategies will the student need to help him/her acquire a desired job or career? Activities/strategies in this area can focus on the development of work-related behaviors, the seeking of employment, career exploration, skill training, apprenticeship training and actual employment. Some students may need to focus on basic employee behaviors to succeed in the workplace such as staying on task, responding appropriately to instructions and working under pressure. Workplace readiness skills may be gained through part-time (supported or non-supported) employment, apprenticeship programs, or involvement in the local School-to-Work program. Students may also want to pursue postsecondary education programs at 2 or 4 year colleges, which requires a focus on preparation for those environments.

**EXAMPLES**

- Participate in job shadowing opportunities
- Visit Job Service
- Meet with high school guidance counselors about career preparation programs and cooperative vocational education experiences
- Access the Department of Labor’s Job Bank on the computer and complete the interest inventory
- Create a portfolio using information from Vocational Profile
- Write a Plan for Achieving Self-Support (PASS)
- Submit PASS Plan to Social Security to obtain funding for starting a business
→ Explore possible summer employment
→ Participate in career exploration program in 10th grade
→ Determine eligibility for Vocational Rehabilitation Services
→ Participate in community-based work experiences
→ Participate in career day at school
→ Attend community transition fair
→ Obtain a copy of “Delaware Career Compass” from the high school guidance office to explore possible career occupations
→ Complete an aptitude or interest survey
→ Visit local union organization offices
→ Apply for youth apprenticeship program
→ Memorize social security number
→ Practice completing job applications
→ Practice interviewing skills
→ Prepare a personal resume
→ Obtain a part-time paid job in an area of interest
→ Meet with an armed forces recruiter
→ Take the ASVAB
→ Schedule visit with Vocational Rehabilitation counselor to determine eligibility for services
→ Meet with Job Corps counselor
→ Meet with counselor to explore scholarship options
→ Visit college campuses of interest
→ Meet with the disabilities coordinator at the college/university of choice
→ Write a letter to disabilities support person at university/college of choice
→ Obtain, complete and submit applications for colleges of choice
→ Take the ACT, SAT, Test
→ Complete a college search in the career center
→ Enroll in a community education course
→ Other…

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<td>Community Experiences</td>
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**Community Experiences**: What experiences and activities outside the school building will prepare the student for participation in community life? These activities can include government, social activities, recreation and leisure, routine appointments, shopping, banking and transportation.

**EXAMPLES**

→ Secure a driver’s license
→ Apply for a state identification card
→ Visit or join a community recreation center or YMCA
- Investigate opportunities for socialization (e.g., bowling, ice skating)
- Contact Pocono Ski Areas to find out about ski programs
- Join a community sports team (e.g., bowling league, baseball team, etc.)
- Investigate participation in local church youth group
- Participate in community and civic organizations (e.g., Kiwanis, Elks, Lions, Rotary, Jaycees, etc.)
- Learn to ride a bike, skateboard, etc.
- Register with Selective Services
- Register to vote and learn about the election process
- Investigate convenient and affordable places to shop for food, clothes, etc.
- Investigate youth volunteer programs at the hospital, library, etc.
- Observe a courtroom, jury duty process
- Participate in student government, school board meetings, city/county public hearings
- Participate in age-appropriate social activities (e.g., dances, skating, concerts, sporting events)
- Participate in Special Olympics
- Identify and visit community medical and health services
- Identify transportation options within the community (e.g., Taxi, DART,DAST, carpool, bus, etc.)

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**Daily Living:** Daily living skills are those activities that adults do everyday. These activities can include personal care, preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, self-help, relationships, and consumerism.

**Examples**

- Apply for Supplemental Security Income (SSI) from the Social Security Administration
- Contact Social Security case manager to determine continued eligibility for benefits
- Apply for services from the Developmental Disabilities Services (DDS)
- Meet with the Disability Services Coordinator of selected college to determine eligibility and identify services and available supports
- Maintain appointments with Vocational Rehabilitation
- Register with armed forces
- Obtain information about managing personal health and fitness
- Obtain assistance to complete a tax return
- Contact the Independent Living Center
- Visit or register for adult education courses
- Identify insurance companies for automobile, rental, or homeowner’s insurance
- Learn how to determine amount for tip when eating in restaurants
- Apply for credit cards and learn to manage debt
- Apply for housing assistance through Housing and Urban Development (HUD)
- Open a bank account and set up personal budget
- Visit adult service agencies (e.g., Brain Injury Association, Independent Living Services, DDS agencies, Mental Health Centers, Vocational Rehabilitation)
- Use the newspaper to locate an apartment or vehicles for sale
- Visit with a realtor or rental agency
- Meet with a potential landlord
- Learn how to contact utility companies to establish an account (gas and electric, telephone, cable, water, etc.)
- Learn skills for buying a car
- Visit a bank to discuss how to obtain personal/auto loan
- Identify agencies that provide daily living skills training to adults
- Identify network of potential supports (i.e., friends, neighbors, etc.)
- Take cooking classes and practice cooking skills
- Prepare shopping list and purchase food
- Purchase clothing and learn how to clean and iron clothes
- Identify who to call/what to do in emergencies
- Learn how to operate household appliances (i.e., stove, microwave, washer, dryer, etc.)
- Learn to manage daily time schedule
- Learn how to read bus schedule
- Select a physician and dentist
- Learn how to schedule and keep medical appointments
- Take classes in money management and consumerism
- Open checking and savings accounts
- Obtain a bank ATM card
- Prepare a personal budget
- Learn how to pay bills
- Obtain support for filing taxes
- Develop a personal fitness routine
- Understand directions for taking medications
- Gather personal items for an apartment
- Take child development and childcare classes
- Take CPR and First Aid classes
- Use telephone for communication
- Learn personal information (i.e., phone number, social security number, address, etc.)
- Practice household maintenance skills
- Learn to operate vending machines
- Identify/use money, time, calendar
- Explore recreation/leisure options
- Other…
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**Functional Vocational Assessment:** Does the IEP team need information about student aptitudes, interests and skills in relation to employment? A functional vocational assessment is information gathered through situational assessments, preferably in the setting where the job is performed. It can include observations, surveys, interviews, and formal or informal measures. It focuses on practical skills related to job/career aptitudes and skills. Information can be collected about personal/social interactions, ability to manage money, mobility, personal hygiene, following directions, ability to complete a task, etc. The information that is collected can be used to refine the transition activities in the IEP.

**EXAMPLES**
- Participate in a job site evaluation conducted by job coach, school personnel or employer
- Develop a vocational profile based on information gained from employment, home and school opportunities
- Identify agencies that provide functional vocational evaluations for an assessment
- Collect functional information regarding the student’s vocational interests and abilities
- Contact the Delaware Division of Vocational Rehabilitation to determine eligibility for a functional vocational assessment
- Gather information from a designated situational vocational assessment site in the community
- Complete an aptitude or interest survey
- Complete a learning styles test to identify preferences and strength modes

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<tr>
<th>Transition Services</th>
<th>Activities/Strategies</th>
<th>Agency/Responsibility</th>
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<tbody>
<tr>
<td>Other</td>
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**Other:**

**Related Services:** What related services will be needed beyond school? If the student will need such things as counseling, orientation and mobility services, physical therapy, assistive technology, etc., the IEP team should identify and link the student with the appropriate adult agencies or providers before the student leaves school.

**EXAMPLES**
- Identify adult providers for related services
- Interview and select adult-related service providers
- Explore transportation options
- Identify options for the provision of orientation and mobility training in the workplace
- Update school assessments in senior year per selected post-secondary institution’s requirements
- Research options for augmentative communication device
- Make sure vehicle has proper modifications and equipment installed
- Visit community mental health agencies
- Identify potential post-school providers of speech therapy
- Complete an assistive technology evaluation
- Get new equipment (wheelchair, braces, assistive technology, etc.)
- Other…

**Instruction:** What activities/strategies are necessary for the student to complete needed courses, succeed in the general curriculum and gain needed skills? These activities include secondary coursework, skills training, higher education opportunities, continuing education, etc. This should include not only academic types of learning, but functional competencies that will help the student benefit from a range of educational and learning opportunities.

**EXAMPLES**

- Participate in self-advocacy/self-awareness classes
- Take study skills or other specific course to increase learning strategies
- Learn about time management
- Learn about the Americans with Disabilities Act (ADA)
- Take a General Education Development (GED) pre-test
- Investigate enrollment in a tech-prep program
- Meet with counselor to explore elective options
- Learn about students’ rights under IDEA and Section 504 of the Rehabilitation Act
- Complete a learning styles test to identify preferences and strength modes
- Enroll in parenting classes
- Access tutoring services through a private agency
- Access the Math/Writing/Reading Lab
- Learn to use augmentative equipment
- Take a computer class
- Take a CPR / First Aid / Childcare / Babysitting Course
- Study or practice for driver’s test
- Other…