

Examples of Coordinated Set of Transition Activities

Instruction: *What instructionally do you do with the student that is different than their non-disabled peers? What skills/strategies are you teaching the student that will help remediate the area of disability? Instructionally, what are you doing to help the students to become independent and perform a skill on their own?*

- With special education support, the student will receive instruction in developing an agenda system in order to improve time management skills and assignment completion.
- With special education support, the student will receive instruction on the use of graphic organizers to improve written expression.
- With special education support, the student will highlight and define unknown vocabulary to improve reading comprehension.
- With special education support, the student will learn to use and add to guided notes to improve note-taking skills.
- With special education support, the student will learn how to tell time using an analog clock.

Related Services: *How is the related service provider assisting the student in developing skills/strategies for post-school outcomes?*

- The student receives speech services to improve expressive communication.
- The student receives occupational therapy services in order to improve handwriting.
- The student receives counseling services in order to develop anger management skills.
- The student receives physical therapy in increase ambulation.
- **If the student does not receive any related services, a null statement must be written.** (i.e. The student does not receive any related services at this time.)

Development of Employment/Other Post-School Adult Living Objectives: *What activities does the student need to engage in that is different than their non-disabled peers that will help build skills/knowledge to help achieve their post-school outcomes?*

- The student will complete a career interest inventory to clarify future career goals with the support of special education staff due to reading comprehension difficulties.
- Due to organizational difficulties, the student will complete a career interest inventory and research those careers with support from special education staff.
- The student will receive information about ACCES-VR services.
- The student will have the opportunity to meet with an ACCES-VR Counselor in order to determine eligibility.
- The student will research disability support services at colleges of interest in order to determine which college will be the best fit for the student's needs.
- The student will provide the documentation of disability to the disability support office at the college they will be attending.
- The student will take the practice Accuplacer in order to determine how their current skills match with what is required at college.

- The student will develop a presentation on their IEP and their disability in order to participate in their CSE meeting.
- The student will tour vocational programs available at XXX. After the tour, the student will create a pros/cons list with the support of the special education staff due to auditory processing difficulties.
- The student will develop a resume with the support of special education support due to reading comprehension and written expression difficulties.
- The student will role-play job interviewing skills with the support of special education staff due to expressive language difficulties.
- The student will research the skills required of a YYYY and develop a chart that compares/contrast skills required to their current skill level. The student will complete this activity with support from special education staff due to difficulties in _____ (link to student's area of disability).
- The student will investigate required documents such as Social Security Card, Birth Certificate, Working Papers, etc. necessary to obtain employment

Community Experiences: *What activities does the student need to engage in that is different than their non-disabled peers that will help build skills/knowledge of community resources and will help achieve their post-school outcomes?*

- The student will identify bus routes to their job with support from the special education staff due to reading comprehension difficulties.
- The student will visit supported living options with their service coordinator (if you were to list an activity such as this, you need to have prior commitment from the student's service coordinator that they can provide this activity)
- SSI? Guardianship?
- **If the student does have any needs in this area, you still need to write a null statement.** (i.e. The student participates in Student Council, Cross-Country Track, etc., therefore the student does not have any needs in this area at this time.)

Acquisition of Daily Living Skills: *This must be addressed if the student has needs in this area. If the student does not have needs in this area, a null statement is suggested.*

- The student will learn how to prepare simple meals with support from special education staff due to difficulties in _____ (link to student's area of disability).

Functional Vocational Assessment: *If the student is going to participate in a Level 2 (determined by the CSE and administered by a vocational evaluator to determine the level of the student's vocational skills, aptitudes and interests) or Level 3 assessment (determined by the CSE and uses work, real or simulated, as the basis of assessment), then write the following statement:*

- The student will participate in a Level 2 (or 3) assessment.
If not needed, then the following statement is suggested:
- The student does not require a functional vocational assessment at this time.