

# Transition Services & Activities Examples

**Transition services and activities must be contained within the transition IEP that align with each postsecondary goal.** The related transition services and activities occur during the current IEP year and will assist students to develop, refine, and/or work towards achieving after exiting high school.

Each transition IEP **must** have a postsecondary goal for education/training and employment and aligned transition service(s) and activity(ies) with each goal. One transition service and activity could align for both employment and education/training postsecondary goals. For example, self-advocacy training, social skills training, computer training, assistive technology assessment could apply to both employment and education/training. If appropriate, a postsecondary goal should be included for independent living skills and transition services and activities related to independent living skills.

The following are the definitions of each postsecondary goal areas:

- **Employment:** Competitive integrated employment including supported employment, customized employment, military, self-employed, or family business.
- **Education/Training:** Four-year college/university, technical college, two-year college, military, church mission, vocational training program, apprenticeship, internship (paid or unpaid), on-the-job training, Job Corps.
- **Independent Living Skills:** Daily living skills, financial, transportation, recreation/leisure, maintain home, community participation, self-advocacy skills, social skills, interpersonal skills, assistive technology training.

**This document contains EXAMPLES of transition services and activities that may align with postsecondary goals. Transition services and activities should be individualized based on the student's strengths, interests, preferences, and needs. Therefore, this is NOT an exhaustive list.**

## 8<sup>th</sup> Grade and Prior Years

### Employment

- Career exploration
- Career interest inventory
- Attend career fair
- Attend transition fair
- Tour businesses
- Participate in career day
- Participate in field trip and identify potential careers
- Enroll in Pre-employment Transition Services (Pre-ETS)
- [Watch career videos & identify interests](https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx)  
(<https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>)

### Education/Training

- Learning styles inventory
- Study skills inventory
- Learn and practice study skills strategies
- Learn and practice organizational skills
- Learn about disability and accommodation/modification needs
- Visit vocational training programs
- Visit university/college campus
- Meet with high school guidance counselor to discuss classes/course of study for high school
- Attend and participate in IEP meetings

### Independent Living Skills

- Tour the city library
- Tour and use post office
- Participate in church youth groups' service learning activities
- Memorize social security number and personal contact information
- Memorize emergency contact information
- Referral to DSPD
- Learning how to operate household appliances
- Use visual schedule to complete tasks and activities independently
- Learn to tell time on analog and/or digital clock
- Learn and Practice daily hygiene skills independently
- Carry emergency card
- Order meals independently at restaurants

## Freshman—9<sup>th</sup> Grade

### Employment

- Enroll in career awareness course
- Job shadow an employee in a career of interest
- Enroll in elective courses related to preferred career fields
- Community-based work experience
- School-based work experience such as library, science lab, office runner, teacher assistant
- Enroll in Pre-employment Transition Services (Pre-ETS)

### Education/Training

- Understand and Participate in IEP meeting
- Apply study skills strategies
- Demonstrate organizational skills
- Research college majors and entrance requirements
- Meet with guidance counselor to discuss course of study and ensure alignment with postsecondary goals

### Independent Living Skills

- Learn budgeting skills by enrolling in financial literacy
- Learn and practice self-advocacy skills
- Use visual schedule independently complete tasks and activities
- Practice daily hygiene skills independently
- Carry emergency contact card
- Obtain state identification card
- Obtain learner's permit
- Enroll in elective courses related to skill areas (such as adult roles and responsibilities, food and nutrition, fashion design)
- Participate in community-based instruction to practice purchasing, community participation

## Sophomores—10<sup>th</sup> Grade

### Employment

- Write a research paper on a career of interest
- Conduct informational interview with adults in various careers
- Job shadow in areas of interest
- Obtain part-time paid job
- Paid/unpaid internship/work experience/work-based learning
- Enroll in Pre-Employment Transition Services (Pre-ETS)
- Learn and practice interviewing skills
- Mock interview with employer
- Explore military career
- Maintain employment portfolio (electronic and/or hardcopy) highlighting the student's employment strengths, experiences, and interests

### Education/Training

- Activity participate and co-lead IEP meeting
- Demonstrate study skills strategies
- Demonstrate organizational skills
- Research college majors and entrance requirements
- Complete ACT/SAT preparation
- Meet each semester with guidance counselor to discuss course of study and ensure aligning with postsecondary goals

### Independent Living Skills

- Complete Driver Education Course
- Obtain driver license or state identification card
- Participate or lead transition IEP
- Demonstrate personal hygiene skills
- Practice and demonstrate self-advocacy skills?

## Juniors—11<sup>th</sup> Grade

### Employment

- Explore military careers/meet recruiters
- Enroll in vocational education classes
- Take the Armed Services Vocational Aptitude Battery test (ASVAB)
- Obtain a paid part-time job in a preferred career field
- Conduct informational interview in a career field
- Meet with career counselor
- Learn about labor market and potential job growth careers; enroll in Pre-Employment Transition Services (Pre-ETS)
- Apply to Department of Workforce Development Services (DWS)
- Apply for Vocational Rehabilitation (VR)

### Education/Training

- Tour postsecondary occupational training programs
- Explore admission requirements for vocational/technical school
- Explore admission requirements for colleges
- Tour colleges and universities
- Visit college campuses and meet with disability services
- Complete college study skills assessment
- Request for ACT/SAT accommodations, if necessary
- Actively participate or lead transition IEP

### Independent Living Skills

- Learn about disability and accommodation needs
- Learn to make grocery lists and purchase groceries
- Prepare meals and/or snacks independently
- Obtain a state identification card or driver's license
- Explore and use city/county transportation options
- Enroll in recreational programs
- Learn next dollar strategy to make purchases independently
- Know/Record emergency contact information
- Memorize personal contact info (or carry card with info)
- Open a bank account & learn how to use debit card
- Use phone independently for calling and/or texting
- Practice using apps that will assist in organization, transportation, etc.
- Learn if medical providers must change at 18 and research options
- Learn about medications and take medications independently

## Seniors—12<sup>th</sup> Grade

### Employment

- Prepare and update resume and cover letter
- Interview an adult working in career area of interest
- Participate in mock interviews
- Complete job applications
- Research job openings on [jobs.utah.gov](http://jobs.utah.gov)
- Apply for Vocational Rehabilitation Services (VR)
- Obtain part-time job in career area of interest
- Research, interview, evaluate the employment providers
- Enroll in career specific courses such as student teaching
- Enroll in vocational training program
- Learn work-related problem-solving skills
- Practice interviewing skills
- Enroll in Pre-employment Transition Services (Pre-ETS)

### Education/Training

- Complete & submit application to postsecondary institutions
- Research and apply for college scholarships
- Meet with Job Corps Counselor
- Complete FAFSA
- Research apprenticeship opportunities for certification in a career (<https://www.dol.gov/featured/apprenticeship/find-opportunities>)
- Contact disability services at postsecondary institution to apply
- Understand disability and accommodation needs (504/ADA)
- Social skills training
- Lead transition IEP meeting
- Practice requesting accommodations for lectures and tests

### Independent Living Skills

- Register to vote
- Learn about medications and take medications independently
- Learn and explore housing options
- Maintain a bank account & use debit card
- Register with selective services (males)
- Independently make grocery lists and purchase groceries
- Independently use city/county transportation options
- Obtain public transportation pass
- Learn about and enroll in recreational programs
- Carry emergency contact information
- Learn if medical providers must change at 18
- Prepare meals and/or snacks independently
- Know disability and request accommodations/modifications
- Know personal contact info (or carry card with info)

## 18–22-year-olds

### Employment

- Attend city/county job fair
- Job shadowing
- Paid or unpaid internship/work experience/work-based learning
- Use visual schedule to complete work tasks
- Prepare a resume (traditional or video)
- Develop an employment portfolio (electronic and/or hardcopy) highlighting student's employment strengths and interests
- Apply to Vocational Rehabilitation (VR)
- Obtain competitive part-time job
- Research and interview adult service providers to evaluate their services
- Enroll in Pre-employment transition services (Pre-ETS)
- Practice interviewing skills
- Mock interview with employer(s)

### Education/Training

- Understand accommodation needs and request accommodations (504/ADA laws)
- Tour local college/Applied Technology Colleges (ATC)
- Research certificate programs to learn career-specific skills (i.e., cosmetology, Microsoft Word, medical coding, etc.)
- Contact colleges/technical schools about auditing courses
- Access disability services at colleges

### Independent Living Skills

- Learn about disability and accommodation needs
- Purchase groceries
- Open a bank account
- Register with selective services (male)
- Enroll in recreational programs
- Know/record emergency contact information
- Learn about Americans with Disabilities Act (ADA)
- Obtain a state identification card or driver license
- Learn strategies to make purchases independently
- Explore and use city/county transportation options
- Carry emergency contact information
- Prepare meals and/or snacks independently
- Obtain and learn how to use a debit card
- Schedule and keep appointments
- Use phone independently for calling and/or texting
- Practice using apps that will assist in daily activities
- Learn about medications and take medications independently

## Community Resources Connections

- [Community Mental Health Center](http://hope4utah.com/utah-mental-health-agencies/)  
(<http://hope4utah.com/utah-mental-health-agencies/>)
- [Vocational Rehabilitation Services](https://jobs.utah.gov/usor) (Junior or next-to-last year of high school)  
(<https://jobs.utah.gov/usor>)
- [Department of Workforce Services \(DWS\)](https://jobs.utah.gov/workforce/index.html)  
(<https://jobs.utah.gov/workforce/index.html>)
- [Disability Services at higher education institutions in Utah](https://utahparentcenter.org/drcs/)  
(<https://utahparentcenter.org/drcs/>)
- [Division of Services for People with Disabilities \(DSPD\)](https://dspd.utah.gov)  
(<https://dspd.utah.gov>)
- [Housing Assistance Program](https://www.hud.gov/states/utah)  
(<https://www.hud.gov/states/utah>)
- [Independent Living Center](http://usilc.org/il-centers)  
(<http://usilc.org/il-centers>)
- [Social Security Agency](http://www.ssa.gov)  
([www.ssa.gov](http://www.ssa.gov))
- [Supplemental Nutrition Assistance Program \(SNAP\)](https://jobs.utah.gov/customereducation/services/foodstamps/index.html)  
(<https://jobs.utah.gov/customereducation/services/foodstamps/index.html>)
- [Utah Technical Colleges](http://utech.edu/)  
(<http://utech.edu/>)
- [Utah Work Incentive Planning Services \(UWIPS\)](http://www.workabilityutah.org/work/bpao.php)  
(<http://www.workabilityutah.org/work/bpao.php>)