



## Coordinated Set of Transition Activities

**SAMPLE**

**Beginning no later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate)**

### Coordinated Set of Transition Activities (ALTERNATELY ASSESSED)

Needed Activities to Facilitate the student movement from school to post-school activities	Services/ Activity	School District/ Agency Responsible
Instruction	<ul style="list-style-type: none"><li>will use public transportation on class trips with teacher and/or paraprofessional</li><li>will use assistive technology device for _____</li><li>will balance checkbook by _____</li><li>will participate in the school's reading club and receive tutoring to develop her reading skills</li><li>will have hands on training at his worksite in organizing stock and developing customer service skills</li><li>will continue in regents prep program</li><li>will work on developing communication skills to enhance her employment opportunities</li><li>will participate in a Construction and Design Course, Computer Art class, and/or Design classes</li><li>will receive instruction in the creation of an art portfolio</li><li>will receive ongoing instruction in resume building/writing</li><li>will receive ongoing instruction and practice in developing job interviewing skills</li><li>will receive ongoing instruction and practice in retail work at a community work-based learning training site</li></ul>	e.g. Guidance counselor, special education teacher,
Related Services	<ul style="list-style-type: none"><li>Will practice her expressive verbal skills in preparation for her ACCES-VR interview</li><li>Will practice asking for assistance in various social situations</li><li>Will engage in role play activities with counselor to improve her self-advocacy skills</li></ul>	e.g. Speech teacher; physical therapist; counselor
Community Experience	<ul style="list-style-type: none"><li>practice her functional math skills while shopping in the community with her class</li><li>participate in community based job sites where he will learn and use skills required</li><li>will identify and investigate local art clubs in her community</li><li>investigate gyms/recreation centers in his/her neighborhood</li><li>explore transportation options within his/her community via the internet</li><li>gather information on volunteer opportunities in his home neighborhood</li><li>will visit local museums and art galleries and keep a journal of her visits</li><li>will identify art jobs postings in her community</li><li>will make weekly visits to the public library using his/her library card to borrow books</li><li>participate in the special Olympics training and activities</li><li>apply for and obtain a non-drivers I.D.</li><li>ongoing instruction for developing travel training skills using the Travel Training Readiness Curriculum</li></ul>	e.g. Guidance counselor, special education teacher, speech teacher



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Development of Employment and Other Post-school Adult Living Objectives	<ul style="list-style-type: none"><li>will complete job application in career class</li><li>explore Career Zone and create a Career Zone account portfolio</li><li>complete a resume and cover letter in her Career Explorations Class</li><li>participate in mock interviews with _____</li><li>journal his/her experience of his/her after school job at _____</li><li>investigate the admission requirements for three post high school art schools/programs</li><li>participate in a work study program in the area of _____ at _____</li><li>identify and investigate various art careers</li></ul>	e.g. Guidance counselor, special education teacher,
Development of Employment and Other Post-school Adult Living Objectives		
Acquisition of Daily Skills (if applicable)	<ul style="list-style-type: none"><li>will travel on public transportation to develop communication skills relating to safe independent travel</li><li>will present ID card to appropriate people</li><li>will arrange for evaluation of home environment for possible modifications to increase independence</li><li>will identify foods and snacks that are appropriate to his/her medical condition</li><li>will identify and learn travel routes to two local art programs</li><li>will identify and role play responses to emergency situations</li><li>will learn travel related readiness skills for using public transportation</li><li>will develop communication skills by role playing appropriate social conversations at community and work settings</li><li>will develop organization skills by developing and following a personal daily/weekly schedule</li><li>will participate in an Independent Living Class at YAI</li><li>will develop self care skills such as dressing, hygiene, self medication, showering, and brushing teeth using a checklist</li><li>will identify and communicate to her parents and peers her likes, preferences and interests</li><li>arrange for formal assistive Technology Equipment Assessment</li><li>will practice budgeting skills by developing and following a weekly budget</li><li>will open a checking account and learn to balance a check book</li></ul>	e.g. Guidance counselor, special education teacher
Functional Vocational Assessment (if applicable)	<ul style="list-style-type: none"><li>Will be assessed during a 2-week observation in the school-based Clerical/Office Training Program</li><li>Will be assessed monthly at her work-based learning site (internship or volunteer site)</li></ul>	e.g. Guidance counselor, special education teacher,