

# Transition Services Examples

**Transition services must be contained within the transition IEP and are aligned with each postsecondary goal.** The transition services occur during the current IEP year and are designed to support a student to develop, refine, and/or work towards achieving their post-secondary goals upon exiting high school.

Each transition IEP **must** have a postsecondary goal for education/training and employment and aligned transition service(s) with each goal. If appropriate, a postsecondary goal should be included for independent living skills and transition services to that independent living goal.

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, self-determination, skills, social skills, interpersonal skills, assistive technology training.

**This document contains EXAMPLES of transition services that may align with postsecondary goals. Transition services should be individualized based on the student's strengths, interests, preferences, and needs. These services should be initiated and supported by adults that the IEP team identifies and not something to assign to students to do on their own.**

**IEP teams should avoid formatting the transition services the same way student IEP goals are formatted and should focus on what services are going to be provided to the student. This is NOT an exhaustive list.**

Transition services are encouraged to be explicit and detailed with a clear connection to the postsecondary goals and the transition assessment(s).

**Transition services are a coordinated set of activities which can include:**

- a. Instruction;
- b. Related services;
- c. Community experiences;
- d. The development of employment and other post-school adult living objectives; and

e. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation (Rules I.E.51. and VII.B.2.a.(2)).

For more information on compliance and effective practices review the [Tips for Writing Compliant Transition Plans](#).

The following are examples of services that can be provided for students. Provision of services could occur through instruction, coaching, and/or providing opportunities for practice and experiences. Services listed at the student's grade level or below can be considered for transition services. Some services can be repeated or started earlier.

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

All transition services should specifically identify the specialized instruction, activities, and/or experiences that will be provided this annual IEP year.

### Employment

- Explore general interest inventory (Positive Personal Profile)
- Support in exploring careers of interest (online or in person)
- Complete a career interest inventory
- Tour businesses in an area of career interest
- Talk with an employee in a business of interest
- Participate in job shadowing and identify potential careers
- Talk with an employer about their business (informational interview)
- Enroll in Pre-employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service)
- [Watch career videos & identify interests](#)

### Education/Training

- Complete a learning styles inventory and coach student to explain their learning style
- Complete and analyze results from an executive functioning checklist
- Complete a study skills inventory and choose technique to practice
- Instruction in study skills strategies (identify specific strategy)
- Instruction in organizational skills (identify specific skill)
- Instruction in disability awareness and accommodation/modification needs
- Explore the Career and Technical Education (CTE) pathways available in high school
- Visit Technical Education training programs
- Explore university/college campus requirements

- Support in scheduling a meeting with high school counselor to discuss classes/course of study for high school that align with their transition plan
- Instruction in use of the Transition Elevated Planning App
- Instruction in leading their own IEP meetings

### Independent Living Skills

- Tour the city library and complete library card application
- Instruction in street crossing
- Participate in service-learning activities
- Teach cell phone skills
- Practice memorizing personal contact information
- Practice memorizing emergency contact information
- Support completing application to Division of Services for People with Disabilities (DSPD)
- Instruction on how to operate household appliances
- Instruction in use of visual schedule to complete tasks and activities independently
- Instruction in telling time on analog and/or digital clock
- Instruction in daily hygiene skills
- Instruction and practice carrying and using emergency card
- Instruction and practice in ordering meals independently at restaurants

### Freshman—9<sup>th</sup> Grade

All transition services should specifically identify the specialized instruction, activities, and/or experiences that will be provided this annual IEP year.

### Employment

- Instruction in job applications and interview skills
- Participate in a job readiness workshop through Vocational Rehabilitation (VR or Pre-ETS)
- Participate in a community-based work experience
- Participate in a school-based work experience such as library, science lab, office runner, teacher assistant
- Enroll in Pre-employment Transition Services (Pre-ETS) (identify specific Pre-ETS service)

### Education/Training

- Support the student to lead their transition IEP meeting

- Support the student in using the Transition Elevated Planning App to prepare for their transition IEP
- Support in completing an executive functioning assessment and setting goals
- Instruction in researching college majors and entrance requirements
- Instruction in analyzing student success skills through a self-assessment
- Plan out a CTE pathway of interest with school counselor

### Independent Living Skills

- Instruction in budgeting skills
- Instruction and practice in self-advocacy skills
- Support with independent daily hygiene skills
- Instruction and practice in obtaining a learner's permit
- Participate in community-based instruction to practice purchasing
- Support completing application to VR
- Participate in chores or household responsibilities

### Sophomores—10<sup>th</sup> Grade

All transition services should specifically identify the specialized instruction, activities, and/or experiences that will be provided this annual IEP year.

### Employment

- Participate in mock interviews to prepare for employment
- Support with obtaining a part-time paid job
- Participate in paid/unpaid internship/work experience/work-based learning (CTE)
- Help student connect with a Career and Technical Student Organization (CTSO)
- Enroll in Pre-Employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service)
- Support with a mock interview with employer
- Instruction in exploring career pathways in the student's area of interest
- Instruction in resume writing
- Develop an employment portfolio (electronic and/or hardcopy) highlighting the student's employment strengths, experiences, and interests

### Education/Training

- Support the student to lead their own transition IEP meeting
- Support the student in using the Transition Elevated Planning App to prepare for their transition IEP
- Support in creating a file for researching specific college majors and entrance requirements

- Support to complete ACT/SAT preparation/accommodations
- Support in exploring Advanced Placement (AP) and Concurrent Enrollment (CE) course options
- Tour postsecondary programs aligned with student's interests

### Independent Living Skills

- Instruction in available independent living support for the future
- Instruction on how to obtain a driver's license or state identification card
- Instruction in registering with selective services (males)
- Instruction in and practice with advocating for accommodations in class and/or workplace
- Instruction in using the public transit system
- Support in opening a bank account
- Instruction in online banking
- Instruction in the use of a debit card and tracking expenses
- Instruction in the use of an alarm clock
- Support with independent meal preparation
- Instruction in doing their own laundry

### Juniors—11<sup>th</sup> Grade

All transition services should specifically identify the specialized instruction, activities, and/or experiences that will be provided this annual IEP year.

### Employment

- Support in exploring ROTC programs/military careers/meet recruiters
- Instruction in steps to prepare for the Armed Services Vocational Aptitude Battery test (ASVAB)
- Support with obtaining a paid part-time job in a preferred career field
- Instruction in preparation for informational interview in preferred career field
- Support in contacting student's VR counselor to develop individual plan for employment (IPE)
- Instruction in labor market and potential job growth careers
- Enroll in Pre-Employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service)
- Instruction in applying for Department of Workforce Development Services (DWS)
- Support in applying for an internship in career area of interest (CTE, Pre-ETS, DWS)

### Education/Training

- Support in exploring the steps to admission requirements for technical college

- Support in arranging visits to college campuses to meet with disability services
- Complete college readiness skills assessment
- Support the student in independently using the Transition Elevated Planning App to prepare for their transition IEP
- Support student to independently lead their own transition IEP meeting
- Support in exploring college programs for students with Intellectual and Developmental Disabilities (I/DD)

### Independent Living Skills

- Learn to make grocery lists and purchase groceries
- Instruction in following a recipe including understanding of measurements
- Assist student with using a stove, kitchen knives, and oven independently
- Assist student in obtaining Paratransit pass and support student in riding
- Support student in researching and enrolling in community recreational programs
- Learn next dollar strategy to make purchases independently
- Instruction in and practice with using apps that will assist in organization, transportation, etc.
- Support student in exploring if medical providers must change at 18 and research options
- Support student in learning about medications and taking medications independently
- Instruction in independent mobility in the community

### Seniors—12<sup>th</sup> Grade

All transition services should specifically identify the specialized instruction, activities, and or experiences that will be provided this annual IEP year.

### Employment

- Instruction in how and when to communicate with your employer
- Instruction in professional writing (cover letters, emails)
- Support with researching, interviewing, and evaluating employment providers
- Support student in completing job applications
- Instruction in independent work-related problem-solving skills
- Support in researching online job openings
- Enroll in Pre-employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service)

### Education/Training

- Support the student in independently using the Transition Elevated Planning App to prepare for their transition IEP
  - Assist student with completing & submitting applications to postsecondary institutions
  - Support in research and apply for college scholarships
  - Assist in contacting disability services at postsecondary institutions to apply for services
  - Instruction in disability and accommodation laws (504/ADA)
  - Assist student with registering for a community adult class
  - Assist student in meeting with a Job Corps counselor
  - Instruction in adult social skills
  - Support with completing FAFSA
  - Support with research apprenticeship opportunities for certification in a career of interest (CTE/Technical college)

### Independent Living Skills

- Practice requesting accommodations with current teachers
- Assist with registering to vote
- Assist with obtaining a public transportation pass
- Assist student in learning about and explore housing options
- Support student in making their own doctor's appointments
- Support with developing their own weekly/daily schedules

### 18–22-year-olds

All transition services should specifically identify the specialized instruction, activities, and or experiences that will be provided this annual IEP year.

Consider examples of transition services listed earlier based on updated transition assessment information.

### Employment

- Assist student with attending job fair
- Support with maintaining VR counselor appointments
- Assist student with using visual schedule to complete work tasks
- Support with researching and interviewing adult service providers
- Enroll in Pre-Employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service)
- Support in updating student's resume (traditional or video)
- Instruction in developing an employment portfolio (electronic and/or hardcopy) highlighting student's employment strengths and interests

- Support with meeting with a benefits planner to learn how work affects their benefits
- Support with exploring Medicaid work incentives- Employment-related Personal Assistance Services (EPAS)
- Support in creating a Positive Personal Profile for use with employment specialist

## Education/Training

- Instruction and practice in accommodation needs and requesting accommodations
- Assist in touring local college/Applied Technology Colleges (ATC)
- Assist in enrolling in certificate programs to learn career-specific skills (i.e., cosmetology, Microsoft Word, medical coding, etc.)
- Assist in exploring college programs for students with disabilities (Aggies Elevated, Wolverines Elevated)
- Support in exploring on the job training options
- Contact colleges/technical schools about auditing courses
- Assist with enrolling in Utah Independent Living Center classes

## Independent Living Skills

- Support in scheduling and keeping appointments independently (rescheduling appointments as needed)
- Support keeping track of replenishable household items (adding to shopping list before things run out)
- Support with following a morning schedule independently
- Support with following laundry schedule independently
- Support with checking mail and email daily
- Support with making phone inquiries independently
- Support with independently keeping track of important family member events
- Support with renewing transit pass
- Support with paying bills online

## Community Resources Connections

- Community Mental Health Center
- Vocational Rehabilitation Services
- Pre-Employment Transition Services (Pre-ETS)
- Department of Workforce Services (DWS)
- Disability Services at higher education institutions in Utah
- Division of Services for People with Disabilities (DSPD)
- Housing Assistance Program
- Independent Living Center
- Social Security Agency
- Supplemental Nutrition Assistance Program (SNAP)

- [Utah Technical Colleges](#)
- [Utah Work Incentive Planning Services \(UWIPS\)](#)
- [Disability Law Center](#)
- [UTA Para Transit](#)
- [Utah Parent Center Transition page](#)