## EXAMPLES OF TRANSITION SERVICES AND ACTIVITIES

When developing transition statements and identifying transition related activities in the IEP, the team may consider the following to assist in developing a well-rounded transition plan for the student.

Work and Education	Independent Living
<ul> <li>Prevocational Activities In-school</li> <li>Vocational Assessment Preferences</li> <li>Work Adjustment Program</li> <li>Transportation Training</li> <li>Community Based Training</li> <li>Volunteer Work</li> <li>Job Shadowing</li> <li>Vocational Education</li> <li>Career Exploration/Planning</li> <li>Individual Career Plan</li> <li>Post-Secondary Preparation</li> <li>College Entrance Test (SAT/ACT)</li> <li>Meet with Employers</li> <li>Referrals to Support Agencies</li> <li>Employability Skills</li> <li>Job Placement Services</li> <li>Obtain License/State ID</li> <li>Summer Job</li> </ul>	<ul> <li>Self-Care &amp; Personal Hygiene</li> <li>Clothing Care</li> <li>Organizational &amp; Task Management Skills</li> <li>Cooking Safety Skills</li> <li>Money and Budgeting</li> <li>Emergency Preparedness</li> <li>Guardianship/Estate Issues</li> <li>Home Repairs and Maintenance</li> <li>Marriage and Family Planning</li> <li>First Aid and Wellness</li> <li>Residential Options &amp; Planning</li> <li>Referrals to Support Agencies</li> </ul>
Intrapersonal/Interpersonal Skills	Community Participation
<ul> <li>Understanding Self &amp; Identity</li> <li>Self-Advocacy &amp; Self-Determination</li> <li>Emotional Awareness</li> <li>Role Models &amp; Mentoring</li> <li>Rights &amp; Responsibilities</li> <li>Multicultural Awareness</li> </ul>	<ul> <li>Use of Public Transportation</li> <li>Development of Travel Safety Skills</li> <li>Community Experiences</li> <li>Leisure Skill Development</li> <li>Shopping Skills</li> <li>Physical Fitness &amp; Recreation Options</li> <li>Self-Advocacy and Assertiveness</li> <li>Extra-curricular Activities</li> <li>Political Awareness/Voting</li> <li>Community-Based Volunteer Opportunities</li> </ul>

Adapted by the New York Deaf-Blind Collaborative from Post-Secondary Transition Manual: Tools for Planning Life Beyond the Classroom by The Ohio Center for DeafBlind Education