

Sample Transition Activities

Instructions

Each of the headings used in this document correspond to the areas noted in *Planning for the Future* and the post-high schools goals identified on the first page of the *Individual Transition Plan (ITP)*. Once you know the post high school goal in each area, you are to identify the related transition service need(s) and the activities to be accomplished during the year that help the student move towards attaining the identified goal. For example:

EMPLOYMENT POST HIGH SCHOOL GOAL: *Unsubsidized full-time employment.*

- **Statement of Needed Transition Services (Instruction):** *Learn job skills in an area of interest.*
- **Activity (Instruction):** *By 11/99, Jim will enroll in an ROP program of his choice.*
- **Statement of Needed Transition Services (Community Experiences):** *Obtain work experience.*
- **Activity (Community Experience):** *By 6/99, Jim will apply for Summer Youth Force.*

This document contains sample activities that might be beneficial in addressing students' transition service needs and thereby assist students in reaching their post high school goals. The numbers in the parenthesis following each sample activity are suggestions of which category of transition services the activity encompasses (see key below). The transition activity is to be written on page two of the ITP. Additional instructions and ideas can be found in the Instruction Manual, San Diego Office of Education, pages 18 - 23 and the Exzamples section of this Individual Transition Plan notebook.

Key to Categories of Transition Services

1. Instruction
2. Community Experiences
3. Employment/Post School Living Objectives
4. Daily Living Skills and/or Vocational Assessment
(if appropriate)
5. Interagency Responsibilities and/or Linkages

Example

By _____, _____ will sign up with Regional Center. (2, 3, 5)

This activity may address transition service needs in the areas of Community Experience (2), Employment/Post School Living Objectives (3), or Interagency Responsibilities and/or Linkage (5)

TRANSITION ACTIVITIES

-Sample-

RESIDENTIAL

Independent:

By _____, _____ will review a lease/rental agreement at _____ apartment/house setting(s). (2, 3)

By _____, _____ will visit two apartments/houses for rent. (2, 3)

By _____, _____ will look through ads and choose three possible living options. (3)

By _____, _____ will explore dorm possibilities on campus of choice. (2, 3)

By _____, _____ will be able to articulate 5 compromises necessary to live with a roommate. (3)

By _____, _____ will receive instruction in preparing basic meals which do not require cooking. (1)

By _____, _____ will have obtained information on the cost and the location of an apartment/house of his/her choice and discuss with family members the probability of affording this residence. (2,3)

Semi-independent:

By _____, _____ will determine criteria for subsidized housing. (3)

By _____, _____ will contact _____ for assistance. (2, 3, 4, 5)

Residential Care Facilities:

By _____, _____ will sign up with Regional Center. (2, 3, 5)

By _____, _____ will visit a group home. (2, 3, 5)

By _____, _____ will obtain names of possible living facilities from case worker or Regional Center. (2, 3, 5)

By _____, _____ will call for appointments to tour facilities. (2, 3, 5)

By _____, _____ will visit residential care facilities. (2, 3, 5)

By _____, _____ will apply for the residential care facility chosen. (2, 3, 5)

By _____, _____ will apply for a variance from state licensing to remain in foster home after age 18 (parents). (3)

RESIDENTIAL/Residential Care Facilities continued

By _____, _____ will provide inservice to new personnel on medical, communication and other support needs. (1, 4, 5)

Family/Relatives:

By _____, _____ will ask how long present living arrangements can continue. (3)

By _____, _____ will ask if can live with another family member. (3)

By _____, _____ will identify equipment needs, funding source and staff-family training for needed adapted equipment. (3, 4, 5)

By _____, _____ will investigate respite alternatives within community. (2, 5)

By _____, _____ will investigate estate planning options (Power of Attorney, Conservatorship, Trusts, Wills) options for families/family members with disabilities. (Career Center has referrals). (2, 3)

By _____, _____ will research and apply for conservatorship. (If Regional Center active, go through Regional Center). (3, 4, 5)

By _____, _____ will discuss and finalize living arrangement after graduation. (3)

By _____, _____ will discuss with family concerns and fears regarding transition issues. (3, 4)

☐ No action needed:

Student is 14 years of age and plans to continue residing at home after high school, no action needed for this next school year.

☐ No action needed:

_____and family agree that he/she will continue living at home after graduation.

☐ No action needed:

See IEP goals_____

EMPLOYMENT

By _____, _____ will continue (Work Experience, On-the-Job Training) for _____ semester/quarter. (1, 3, 4)

By _____, _____ will identify a vocational program that would meet personal vocational needs. (2, 3)

By _____, _____ will take vocational aptitude test at _____. (1, 4)

By _____, _____ will review vocational aptitude scores with instructor or counselor. (2, 3, 4)

By _____, _____ will participate in vocational training programs at _____. (1, 2, 3, 5)

By _____, _____ will self-assess vocational abilities and interests after completing work samples. (3, 4)

By _____, _____ will participate in high school vocational program of choice to improve skills in _____. (1, 3)

By _____, _____ will complete an interest inventory. (3, 4)

By _____, _____ will review interest inventory scores with instructor or counselor. (2, 3, 4)

By _____, _____ will check with job search personnel one time per week for possible job leads. (2, 3)

By _____, _____ will identify pre-vocational skills/behaviors needed for employment or adult program. (3, 4)

By _____, _____ will obtain California ID. (2, 3)

By _____, _____ will obtain duplicate Social Security card. (2, 3)

By _____, _____ will fill out job applications/ personal data card/write resume. (1, 2, 3)

By _____, _____ will use calculator and spell check to aid in completing work for job. (1, 3, 4)

By _____, _____ will enroll in Life Management and take a career interest inventory. (1, 3)

By _____, _____ will participate in interview/career fairs/field trip to job site. (2, 3)

By _____, _____ will role play job interview skills. (1, 3)

By _____, _____ will read/use newspaper to identify _____ jobs and call for application. (1, 2, 3)

By _____, _____ will visit job sites and identify the pros and cons of a career in this field. (2, 3)

By _____ , _____ will apply to Job Corps/CCC. (2, 3, 5)

EMPLOYMENT continued

By _____ , _____ will complete paperwork for TPP. (2, 3, 4)

By _____ , _____ will participate in WorkAbility/Work Adjustment class. (1, 3, 4)

By _____ , _____ will participate in on-the-job training/on-campus work experience.
(1, 3)

By _____ , _____ will participate in family business. (2, 3)

By _____ , _____ will maintain a part-time job for ____ weeks/months. (2, 3)

By _____ , _____ will apply to participate in summer youth employment. (2, 3)

By _____ , _____ will complete time sheets, time cards: will demonstrate understanding
of paychecks/deductions. (1, 2, 3)

By _____ , _____ will participate in a field trip to _____ (job site, ROP class, community
college). (2, 3, 5)

By _____ , _____ will follow dress code for school. (3, 4)

By _____ , _____ will dress appropriately for work. (3, 4)

By _____ , _____ will demonstrate social skills adequate for employment. (3, 4)

By _____ , _____ will follow directions of authority figure. (3, 4)

By _____ , _____ will carry proper ID. (2, 3, 4)

By _____ , _____ will communicate with different types of people for different reasons.
(2, 3, 4)

By _____ , _____ will attend class regularly. (1, 3, 4)

By _____ , _____ will arrive on time to class. (1, 3, 4)

By _____ , _____ will bring appropriate materials to class each day. (1, 3, 4)

By _____ , _____ will follow directions in a schedule. (1, 2, 3, 4)

By _____ , _____ will follow oral/written 2 step. (1, 2, 3, 4)

By _____ , _____ will state preference for work indoor/outdoors. (2, 3)

By _____ , _____ will interact with peers/authority appropriately. (1, 2, 3, 4)

By _____ , _____ will communicate/express wants/needs. (1, 2, 3, 4)

By _____ , _____ will develop organizational skills in _____. (1, 3, 4)

EMPLOYMENT continued

By _____, _____ will develop career portfolio of skills and experiences. (1, 2, 3, 4)

By _____, _____ will demonstrate appropriate behaviors in a variety of settings. (1, 2, 3, 4)

_____ is thinking about exploring a career in computer science. By _____, _____ will enroll in the Technology Discoveries class. (1, 3)

_____ is considering a career job in the field of graphic arts. By _____, _____ will receive instruction in basic art skills and knowledge by enrolling in the 3-D Design class. (1, 3)

By _____, _____ will address the desire for a professional football career by trying out for the school's JV football team. (3)

By _____, _____ will participate in on-campus job exploration this school year. (1, 3, 4)

By _____, _____ will attend Career Day and evaluate possible career/job choices. (2, 3)

By _____, _____ will have completed the Life Management course, which introduces the student to the world of work and community responsibility. (1, 3, 4)

By _____, _____ will go to the Career Center and identify at least ____ possible vocational/educational areas of interest. (1, 3, 4)

By _____, _____ will have met with a SECC job coach and completed a vocational screening. (3, 4)

By _____, _____ will meet with a SECC job coach and be considered for (WorkAbility Program, Work Experience Program). (3, 4)

By _____, _____ will have completed an employment application for practice or for potential employment. (1, 2, 3)

By _____, _____ will be allowed by parent to shadow them on certain work projects. (2, 3)

By _____, _____ will contact employers to seek employment. (2, 3, 5)

By _____, _____ will contact employer in career interest area and set up work site visit. (2, 3, 5)

By _____, _____ will explore careers in school career center. (3)

By _____, _____ will research career(s) of interest. (2, 3)

By _____, _____ will job shadow three businesses of interest. (2, 3)

By _____, _____ will participate in two volunteer work experiences. (2, 3)

By _____, _____ will interview worker in career area of interest. (2, 3)

EMPLOYMENT continued

By _____ , _____ will tour supported employment programs. (2, 3, 5)

By _____ , _____ will enroll in Work Experience class through SECC and participate in relatedclass assignments. (3)

By _____ , _____ will attend a “career days” seminar. (3)

By _____ , _____ will check with job board once a week for job leads. (3)

By _____ , _____ will contact career learning center to determine options. (2, 3)

By _____ , _____ will meet with SECC to determine vocational areas of interest. (3, 4)

By _____ , _____ will discuss results to determine career possibilities. (3, 4)

By _____ , _____ will work to improve grooming and appearance. (1, 3, 4)

By _____ , _____ will participate in training in preparing a resume. (1)

By _____ , _____ will participate in training in job interview skills. (1)

By _____ , _____ will participate in training to improve attendance and punctuality. (1)

By _____ , _____ will take computer training. (1)

By _____ , _____ will take job-related basic skills instruction in reading, writing, and math. (1)

By _____ , _____ will assist family with Department of Vocational Rehabilitation intake. (2, 3, 5)

By _____ , _____ will see counselor to discuss sequence of classes related to job goal. (3)

By _____ , _____ will contact job developer. (3)

By _____ , _____ will meet with State Department of Vocational Rehabilitation to discuss possible enrollment and provision of services. (2, 3, 5)

By _____ , _____ will meet with school vocational staff and State Vocational Rehabilitation representative to discuss supported work placement. (2, 3, 5)

By _____ , _____ , with the help of _____, will attempt to make a decision regarding long-range plan for: employment, education, living arrangements, community social and recreational involvement. (2, 3, 4, 5)

By _____ , _____ will learn to use cash register (or point-of-sale computer). (1, 2, 3)

☐ No action needed:

Student is 14 years of age and family wants student to concentrate on his school work. No action needed for this next school year.

EMPLOYMENT continued

☐ No action needed:

See IEP goals _____

EDUCATION/TRAINING

Full or part-time college or postsecondary training

By _____, _____ will work with counselor/instructor to determine credits and make a plan to be able to graduate by _____. (1, 3)

By _____, _____ will contact school/training program of choice. (2, 3)

By _____, _____ will have enrolled in a vocational class of his/her personal interest for one semester to expand his/her vocational knowledge and experience in the area of _____. (1)

By _____, _____ will attend a workshop pertaining to educational, vocational and community opportunities (college night, community college orientations/tour, financial aid, career day). (2, 3, 5)

By _____, _____ will contact guidance counselor to determine high school classes needed to reach goal. (3)

By _____, _____ will review three post-secondary catalogs or programs. (2, 3)

By _____, _____ will take PSAT/SAT/ACT examination(s). (2, 3)

By _____, _____ will assess student, identify needed vocational skills settings for future, with accommodations and support requirements. (2, 3, 4, 5)

By _____, _____ will identify learning needs and be able to verbalize to a teacher the accommodations needed for each class. (4)

By _____, _____ will learn to access Internet to look up needed items for research. (1)

By _____, _____ will utilize library for research and/or recreation. (1, 4)

By _____, _____ will be able to use e-mail/Internet (computer knowledge). (1, 2, 4)

By _____, _____ will maintain daily planner/calendar system. (4)

By _____, _____ will have a long range goal of graduating from high school and entering a four year college. _____ will be enrolled in the following required 10th grade college-prep classes: _____. (1)

By _____, _____ will be preparing for college and will enroll in the following 9th grade courses required for _____. (1)

By _____, _____ will determine requirements necessary to enter an electronics trade school after high school. _____ will enroll in the Electrical/Physical Science class this school year. (1, 2, 3)

By _____, _____ will explore options for post-secondary education and admission criteria with the school's guidance departments. (2, 3)

EDUCATION/TRAINING/Full or part-time college or postsecondary training continued

By _____, _____ will assist in determining whether the student will pursue a high school diploma or certificate path. Participation in academic classes required for a diploma will be evaluated by parents and teacher by next annual review. (1, 3)

By _____, _____ will have enrolled in core classes that will meet graduation requirements. (1)

By _____, _____ will have attended a workshop pertaining to educational opportunities after the completion of high school. (Career Center, Career Day, Community college orientations, Independent City, guest speakers). (2, 3, 5)

By _____, _____ will have completed the application to attend college. (2)

By _____, _____ will enroll in and pass the _____ course. (The vocational course appropriate to student's grade level and goal. (1)

By _____, _____ will participate in vocational _____ program leading toward a vocational certificate from (community college, ROP class). (1)

By _____, _____ will take computer training. (1)

By _____, _____ will take job-related basic skills instruction in reading, writing, and math. (1)

By _____, _____ will meet with community college Disabled Student Services staff to review of services. (2)

By _____, _____ will plan a college course of study for next year. (2, 3)

By _____, _____ will enroll in post-secondary vocational training prior to May 30. (2, 3)

By _____, _____ will plan a vocational course of study for next year. (3)

By _____, _____ will participate in vocational exploration by visiting _____. (2, 3)

By _____, _____ will participate in an on-campus job, e.g. cafeteria, office, maintenance. (3)

By _____, _____ will see counselor to discuss sequence of classes related to job goal. (3)

By _____, _____ will participate in class focusing on _____. (1, 3, 4)

Work Activity or Adult Day Program:

By _____, _____ will call Career Center to get the names of appropriate programs. (3, 4)

By _____, _____ will contact Career Center to determine eligibility for Department of Rehabilitation. (3, 4, 5)

EDUCATION TRAINING/Work Activity or Adult Day Program continued

- By _____ , _____ will apply for Regional Center services (2, 3, 4, 5)
- By _____ , _____ will visit three appropriate adult programs. (2, 3, 5)
- By _____ , _____ will apply to choose adult program. (2, 3)
- By _____ , _____ advocate will complete collateral packet for Regional Center to identify adult programs. (2, 3, 5)
- By _____ , _____ will complete Stranger Awareness Training. (1, 2, 3, 4)
- By _____ , _____ will have completed the TPP application and be considered for Department of Rehabilitation. (2, 3, 4, 5)
- By _____ , _____ will participate in training to improve attendance and punctuality. (1)
- By _____ , _____ will tutor other students. (1)
- By _____ , _____ will investigate possible services from _____. (2, 3)
- By _____ , _____ will sign up with Regional Center. (2, 3, 5)
- By _____ , _____ will assist family with Regional Center intake. (2, 3, 5)
- By _____ , _____ will tour facilities of possible service providers, (e.g. special education programs, Work Activity program, Adult Development program, college, vocational school, adult school, etc.). (2, 3, 5)
- By _____ , _____ will sign up for Summer Youth Employment Training program (if available). (2, 3, 5)
- By _____ , _____ will apply for ROP class in _____. (2, 3, 5)
- By _____ , _____ will participate in ROP class in _____ (e.g. landscape gardening, janitorial, etc.). (1, 2, 3)
- By _____ , _____ will apply to participate in WorkAbility. (3, 4)
- By _____ , _____ will participate in Work Experience Education. (3, 4)
- By _____ , _____ will work with a job coach to improve work-related social behavior. (2, 3)
- By _____ , _____ will participate in supported employment program. (2, 3, 5)
- By _____ , _____ will investigate sources of occupational and training information. (2, 3, 5)
- By _____ , _____ will contact a job developer. (3, 5)
- By _____ , _____ will write/update resume. (3)

EDUCATION TRAINING/Work Activity or Adult Day Program continued

By _____ , _____ will practice interview skills. (3)

By _____ , _____ will meet with State Department of Vocational Rehabilitation to discuss possible enrollment and provision of services. (2, 3, 5)

By _____ , _____ will meet with school vocational staff and State Vocational Rehabilitation representative to discuss supported work placement. (2, 3, 5)

By _____ , _____ , with the help of _____ , will attempt to make a decision regarding long-range plan for: employment, education, living arrangements, community, social and recreational involvement. (2, 3, 4, 5)

By _____ , _____ will participate in community survival curriculum. (1, 3, 4)

By _____ , _____ will assist family with Department of Vocational Rehabilitation intake. (2, 3, 5)

☐ No action needed:

See IEP goals _____.

FINANCIAL/ECONOMIC

By _____ , _____ will determine all possible financial resources available. (2, 3)

By _____ , _____ will call (identified financial resources) to determine eligibility requirements. (2, 3, 5)

By _____ , _____ will apply for S.S.I. (2, 3)

By _____ , _____ will apply to the Department of Rehabilitation and complete the intake process. (2, 3, 5)

By _____ , _____ will investigate financial implications of estate plan. (3)

By _____ , _____ will identify and participate in appropriate vocational program. (3, 5)

By _____ , _____ to help meet long-range money management goals; will enroll in a consumer math class to learn budgeting. (1)

By _____ , _____ will have completed one year of math course work to improve personal and business math skills. (1)

By _____ , _____ will have identified 3 personal references, and will have obtained their addresses and phone numbers to use in completing applications. (3)

By _____ , _____ will have completed one semester of (Accounting, Algebra, Consumer Math, Math A, _____) to improve personal and business math skills. (1)

By _____ , _____ will have completed an employment application for practice or for potential employment (1, 2, 3)

By _____ , _____ will have established a savings/checking account to improve personal and business skills. (2, 3)

By _____ , _____ will open a savings/checking account (2, 3)

By _____ , _____ will maintain personal banking account (2, 3)

By _____ , _____ will develop a personal budget. (3, 4)

By _____ , _____ will complete and submit financial-aid packet to (2, 3)

By _____ , _____ will contact school's guidance office to determine options available. (2, 3, 4)

By _____ , _____ will participate in money management training. (1)

By _____ , _____ will investigate possible services from _____. (2, 3)

By _____ , _____ will learn to use cash register (or point-of-sale computer). (1, 2, 3)

☐ No action needed:

See IEP goals _____.

INDEPENDENT LIVING

Transportation

- By _____ , _____ will obtain a drivers license. (2, 3, 4)
- By _____ , _____ will find co-worker with whom to ride. (2, 3, 4)
- By _____ , _____ will compare cost/purchase liability insurance. (1, 2, 3, 4)
- By _____ , _____ will complete Driver's Education/Training. (2, 3, 4)
- By _____ , _____ will call Rapid Transit to determine cost of services. (2, 3, 4, 5)
- By _____ , _____ will obtain Disabled ID card for Rapid Transit. (2, 3, 4, 5)
- By _____ , _____ will explore transportation option to nearest city. (2, 3, 4)
- By _____ , _____ will explore purchasing a car. (2, 3, 4)
- By _____ , _____ will explore transportation options for appointment, community access, and social activities. (2, 3, 4, 5)
- By _____ , _____ will explore needed modifications to vehicles. (2, 3, 4)
- By _____ , _____ will explore needed equipment (wheelchairs, walkers) for transportation. (2, 3, 4)
- By _____ , _____ will identify needs equipment funding inservice of staff-family to increase mobility. (2, 3, 4)
- By _____ , _____ will receive mobility instruction (i.e. sighted guide, transferring to wheelchair, public transportation, staying with a group, etc.). (1, 2)
- By _____ , _____ will call Department of Motor Vehicles to know the requirements for obtaining a license. (2, 3, 4, 5)
- By _____ , _____ will receive instruction on how to access and use public bus and trolley transportation. (1, 2)
- By _____ , _____ will know how to use public transportation to access parks for recreation. (2, 3, 4)
- By _____ , _____ will learn to ride/use city bus to and from _____. (2, 3, 4)
- By _____ , _____ will use bus schedules and public transportation schedules to access public transportation. (2, 3, 4)
- By _____ , _____ will purchase and maintain a car. (2, 3, 4)
- By _____ , _____ will have enrolled in the driver education course to help develop personal independence. (1, 2)

INDEPENDENT LIVING/Transportation continued

By _____ , _____ will provide transportation support. (2, 3, 4)

By _____ , _____ will make a transportation plan for getting to and from work. (2, 3)

By _____ , _____ will meet with appropriate parties to consider transportation needs.
(3, 4, 5)

Domestic Activities

By _____ , _____ will enroll in foods class/ROP Restaurant class. (1)

By _____ , _____ will determine personal needs/limitations in a living situation. (4)

By _____ , _____ will cook dinner one time a week. (4)

By _____ , _____ will shadow maintenance person to learn basic home maintenance skills. (3)

By _____ , _____ will list strengths/weaknesses and achievements to determine needs for living arrangements. (3, 4)

By _____ , _____ will explore equipment needs, funding source and staff-family training for needed adapted equipment. (1, 2, 3, 4, 5)

By _____ , _____ will know how to call public utilities (cable, SDG&E, telephone, etc.) to request service/make complaint, etc. (2, 3, 4)

By _____ , _____ will know what child care services are available. (2)

By _____ , _____ will know how to comparison shop using advertisements. (1, 2)

By _____ , _____ will be able to cook, mend, launder clothes, etc. (1, 4)

By _____ , _____ will create meal plan for day/week. (1, 2, 3, 4)

By _____ , _____ will create grocery lists for _____ shopping. (1, 2, 3, 4)

By _____ , _____ will shop for food and necessities. (1, 2, 3, 4)

By _____ , _____ will enroll in the following class(es) to promote the development of independent living skills. Foods, Child Development, etc. (1)

By _____ , _____ will shop for personal needs. (1, 4)

By _____ , parents will assign and monitor chores for _____ at home to build vocational skills. (3, 4)

By _____ , _____ will do own laundry with parent supervision. (4)

By _____ , _____ will plan, shop, cook, clean one family meal each week. (4)

By _____ , _____ will participate in class focusing on _____. (1, 3, 4)

INDEPENDENT LIVING/Domestic Activities continued

By _____ , _____ will participate in life skills curriculum. (1, 3, 4)

Health Care

By _____ , _____ will identify helping professionals in the medical field. (2)

By _____ , _____ will contact/locate medical assistance agencies in area of need. (2)

By _____ , _____ will apply for medical or other appropriate medical resource in the community. (2)

By _____ , _____ will determine medical needs. (2, 3, 4)

By _____ , _____ will determine appropriate questions to ask medical professionals. (2, 3, 4)

By _____ , _____ will call medical professionals to compare services and costs. (2, 3, 4)

By _____ , _____ will visit/research local community health/mental health services. (2, 3, 4)

By _____ , _____ will design a file with all pertinent medical information. (3, 4)

By _____ , _____ will explore equipment needs, funding source, and staff-family training for needed adapted equipment. (2, 3, 4)

By _____ , _____ will identify needed insurance coverage (public or private). (2, 3)

By _____ , _____ will know emergency procedures. (2, 3)

By _____ , _____ will access health services when needed. (2, 3, 4)

By _____ , _____ will keep medical appointments (dental, vision, physical). (2, 3, 4)

By _____ , _____ will have passed the First Aid test demonstrating ability in emergency situations. (3, 4)

By _____ , _____ will have completed one year of Physical Education to improve his/her personal health. (1)

By _____ , _____ will investigate possible services from _____. (2, 3)

By _____ , _____ will participate in exercise or weight reduction program at _____. (3, 4)

By _____ , _____ will investigate extent of seizure activity and its effect on transition. (2, 3, 4)

Socialization

By _____ , _____ will identify counseling/support needs. (2, 3, 4)

INDEPENDENT LIVING/Socialization continued

By _____, _____ will determine appropriate community resources to meet counseling/support needs. (2, 3, 4, 5)

By _____, _____ will contact potential professionals/groups to determine suitability. (2, 3, 4)

By _____, _____ will participate in a mentor program/counseling. (3, 4)

By _____, _____ will identify/target specific behaviors, and agreed upon plan needed for appropriate social interactions in a variety of environments. (2, 3, 4)

By _____, _____ will identify needed community experiences, social activities, friendships, and relationships outside of school setting. (2, 3, 4)

By _____, _____ will explore and develop communication skills and needed adapted equipment for socialization. (2, 3, 4)

By _____, _____ will identify _____ choices parents will give their student. (3, 4)

By _____, _____ will register for the draft. (2)

By _____, _____ will participate in Special Olympics for _____. (2, 3, 4)

By _____, _____ will find out, sign up, and participate in community activities. (2, 3)

By _____, _____ will investigate possible services from County Department of Mental Health. (2, 3, 5)

By _____, _____ will participate in program to minimize poor attitude and maximize positive moods. (1, 3, 4)

By _____, _____ will participate in social skills curriculum. (1, 3, 4)

To foster independence in the community, by _____, _____ will participate in the Community class this school year. (2, 3, 4)

To increase community involvement and employment opportunities, _____, parent, and Speech and Language Specialist will investigate assistive technology tools by _____. (2, 3, 4)

Recreation

By _____, _____ will identify local recreation options. (2, 3, 4)

By _____, _____ will visit/contact three recreation options. (2, 3, 4)

By _____, _____ will list hobbies/interests. (3, 4)

By _____, _____ will determine cost, rules, and hours of recreation options of interest. (2, 3, 4)

By _____, _____ will evaluate recreation/leisure options of interest. (2, 3, 40)

INDEPENDENT LIVING/Recreation continued

By _____ , _____ will participate in a specific recreation activity. (2, 3, 4)

By _____ , _____ will explore school activities/sports (3, 4)

By _____ , _____ will identify equipment needs, possible funding sources, and training needed adapted equipment. (2, 3, 4, 5)

By _____ , _____ will identify recreational activities outside of the school. (2, 3, 4)

By _____ , _____ will try out/sign up for _____. (2, 3, 4)

By _____ , _____ will talk to the _____ coach about joining the team. (2, 3, 4)

By _____ , _____ will identify the skills the student has for partial participation and share this information with the home. (2, 3, 4)

By _____ , _____ will join a bowling league. (2, 3, 4)

By _____ , _____ will explore where student can meet recreation/leisure needs. (2)

Community Experiences

By _____ , _____ will participate in Boys/Girl Scouts/ _____ club/ _____ sport. (2)

By _____ , _____ will attend one recreation program in the community (YMCA, Boys/Girls clubs, softball, Break The Barriers). (2)

Other Independent Living Activities

By _____ , _____ will receive instruction in IEP process, self-advocacy, and rights and responsibilities before turning 18. (1)

By _____ , _____ will register for draft/to vote. (2)

By _____ , _____ will complete rental/insurance forms for _____. (2, 3, 4)

By _____ , _____ will utilize automatic teller machines. (2, 3, 4)

By _____ , _____ will meet personal grooming needs. (4)

By _____ , _____ will be able to state goals after high school. (3)

By _____ , _____ will be able to groom and dress for the following _____. (2, 3, 4)

By _____ , _____ will meet toileting needs independently. (4)

By _____ , _____ will participate in the instructional unit on IEP self-advocacy to learn how to explain his disability to others, and obtain needed educational accommodations. (1)

By _____ , _____ will acquire an identification card and participate in an instructional unit designed to help the student communicate personal information. (1)

INDEPENDENT LIVING/Other Independent Living Activities continued

By _____, _____ will develop independence. See IEP goals on asking for help, identifying person on campus to go to when a problem exists, and developing a system of organization, etc. (2, 3, 4)

By _____, _____ will have met the Technology Competency graduation requirement and completed his/her own personal resume. (1, 3)

By _____, _____ will participate in decision-making skills training. (1)

☐ No action needed:

See IEP goals _____.

INTERAGENCY RESPONSIBILITIES

(Do not write in any of these without agreement from the agency)

By_____, _____ will participate in a two-day per work orientation with proposed adult service provider.

By_____, _____ will find early transition to adult program.

By_____, _____ will meet with, parent and Regional Center to develop an IPP (Individual Program Plan).

Department of Rehabilitation to fund _____.

County Mental Health to _____.

Regional Center to _____.

California Children's Services to _____.

RELATED SERVICES

Transportation, Corrective and Supportive Services

Speech and language services.

Audiology services.

Psychological services

Physical therapy services.

Occupational therapy services.

Recreation facilities (including therapeutic recreation).

Social work services.

Counseling services (including rehabilitation counseling services).

Orientation and mobility services.

Medical services (except that such medical services shall be for diagnostic and evaluation purposes only)

Services for instruction in the home or hospital.

Adapted physical education services.

Health and nursing services.

Parent counseling and training services.

Reader/transcriber services.

Transportation services.

Vision/hearing services.