The New Jersey Department of Education
Office of Special Education

Sample Activities/Strategies for Statements of Transition Services

The term "transition services" means a coordinated set of activities for a child with a disability that—
(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. 20 U.S.C. §1401(34)

"Beginning at Age 14" Transition Statement

Beginning with the IEP in place for the school year when the student will turn age **14**, or younger if determined appropriate by the IEP team, one of the components that must be included in the IEP are **strategies and/or activities** that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals. The following pages of this document contain examples of activities/strategies that can be used to assist students who are unsure of their future plans to further identify and clarify their preferences and interests for the development of postsecondary goals. These sample activities /strategies are identified by an asterisk (*).

Another component of the IEP that must be included in the "beginning at age 14" transition statement is a statement of any needed interagency linkages and responsibilities. Sample interagency linkages are included at the end of this document.

Beginning with the IEP in place for the school year when the student will turn age 14, or younger if determined appropriate by the IEP team, and updated annually: i. A statement of the student's strengths, interests and preferences; ii. Identification of a course of study and ***related strategies and/or activities*** *that: (1) Are consistent with the student's strengths, interests, and preferences; and (2)* ***Are intended to assist the student in developing or attaining postsecondary goals*** *related to training, education, employment and, if appropriate, independent living; …….. iv. As appropriate, a* ***statement of any needed interagency linkages and responsibilities****; N.J.A.C. 6A:14-3.7(e)11i, ii, and iv.*

"Beginning at Age 16" Statement of Transition Services

Beginning with the IEP in place for the school year when the student will turn age **16**, or younger if determined appropriate by the IEP team, the IEP must include a statement of transition services. The statement of transition services includes a multi-year plan of **strategies/activities** that will assist the student to prepare for post-secondary activities such as post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. The "beginning at age 16" statement of transition services does not replace the "beginning at age 14" transition statement, but rather builds upon it to form a complete plan for the future.

For each activity/strategy specified in the "beginning at age 16" statement of transition services, IEP teams should specify the expected date of implementation, (i.e. Spring 2011, Fall 2012). The dates of implementation can be from the date of the IEP meeting to any date prior to the student's expected date of high school graduation. The person or agency responsible for arranging, providing and/or implementing each activity/strategy should also be specified, and responsibilities should be shared among IEP meeting participants (student, parent, school staff, etc.).

The following pages contain examples of activities/strategies that can be used to assist students to prepare for their desired post-school goals. The activities/strategies are organized by the seven areas contained in the "age 16" statement of transition services; instruction, related services, community experiences, employment, post-school adult living, daily living skills, and functional vocational evaluation. **Whenever spaces are included in a sample activity, provide information needed to individualize the activity to the needs of the student.**

Sample Transition Activities/Strategies

INSTRUCTION

1. Use the following tools/methods to gather information regarding (the student's) desired post-secondary educational involvement: _____*
2. Visit the following college campuses and meet with student support services: _____*
5. Enroll in career awareness course entitled _____ in the __ grade*
6. Enroll in adult living course entitled _____in the __ grade*
7. Tour post-school occupational training programs*
8. Obtain, complete, and submit applications to the following colleges: _____
9. Obtain, complete, and submit applications for tuition assistance
10.Learn about Section 504 of the Rehabilitation Act
11.Explore admission requirements for enrollment at Vocational/Technical School
12.Learn about the process for accessing apartments for rent
13.Obtain information on continuing and adult education opportunities
14.Learn about the Americans with Disabilities Act by attending a workshop at _____
15.Learn about students' rights under IDEA and N.J.A.C. 6A:14
16. Enroll in Self-Advocacy/Self-Awareness Studies in the __ grade
17. Enroll in Internship/Apprenticeship program in the __ grade
18. Participate in the following extra curricular activities: _____
19. Enroll in the following Adult/Continuing Education courses:_____
20. Enroll in the following Community College Courses: _____
21. Enroll in “parenting” classes in the __ grade
22. Learn about time management strategies
23. Enroll in SAT prep course in the __ grade
24. Learn about community agencies that provide services and support to people with disabilities by _____
25.
26.

RELATED SERVICES

1. Determine if (the student) is likely to need transportation assistance, a type of therapy, or other related service after graduating high school*
2. Obtain a driving evaluation from _____
3. Explore county transportation options
4. Obtain information about NJ Transit's programs for people with disabilities on the web at http://www.njtransit.com/tm/tm_servlet.srv?hdnPageAction=AccessibleServicesTo
5. Obtain sources of support for coping with difficult life situations
6. Visit the community mental health agency _____ located at _____
7. Identify potential post-school providers of recreation therapy
8. Identify potential post-school providers of occupational therapy and potential funding sources
9. Visit potential post-school providers of physical therapy
10. Learn about potential post-school providers of speech therapy
11. (If student is receiving SSI) Write a Plan for Achieving Self-Support (PASS) and submit to SSA to set aside income and/or resources for transportation to and from a job
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.

COMMUNITY EXPERIENCES

1. Use the following tools/methods to collect information regarding (the student)'s desired post-secondary community involvement:_____*
2. Investigate participation in social/recreation events sponsored by _____ *
3. Learn about and visit potential places in the community to shop for food, clothes, etc.*
2. Investigate participation on the community sports team for _____*
3. Tour apartments for rent*
4. Investigate participation in community civic organization (Lions Club, Rotary, etc.)*
4. Investigate opportunities for socialization training in the community
5. Visit and investigate the youth volunteer program at the library
6. Visit and learn about youth volunteer program at the hospital
7. Visit the community theater group to learn about participating
8. Visit and learn about the community symphonic organization
9. Investigate participation in the community arts council
10. Visit and learn about the community horticultural club
11. Visit and learn about the community historical preservation society
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.

EMPLOYMENT

1. Use the following tools/methods to collect information regarding (the student)'s desired employment and career interests for adult life beyond college and/or post-secondary vocational training: _____*
2. Participate in the career fair to learn about careers*
3. Participate in career awareness program in the __ grade*
4. Enroll in the community-based career exploration program in the __ grade*
5. Work towards obtaining a license to become a _____
6. Explore possible summer employment through the county One-Stop Career Center located at: _____
7. Meet with the following Supported Employment agencies to evaluate their services: _____
8. Obtain a part-time job (volunteer or paid) in a career field of interest through participation in a Structured Learning Experience
9. Learn about the County One-Stop Career Center http://lwd.dol.state.nj.us/labor/wnjpin/findjob/onestop/services.html
10. Enroll in the youth apprenticeship program for _____
11. (If student is receiving SSI) Learn about social security work incentives at www.ssa.gov/redbook/index.html
12. (If student is receiving SSI) Learn about and write a Plan for Achieving Self-Support (PASS) and submit to Social Security to set aside income and/or resources for a job coach and/or for starting a business (www.ssa.gov/online/ssa-545.html)
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.

POST SCHOOL ADULT LIVING

1. Use the following tools/methods to collect information regarding (the student)'s desired residential life beyond high school and a residential post-secondary educational setting: _____*
2. Learn about a personal planning process*
3. Join and participate in the following community recreation/health center:_____ *
4. Prepare for tests that are required for obtaining a driver's license
5. Register to vote and learn about the election process
6. Register for the draft and learn about public service obligations/opportunities
7. Obtain assistance to complete tax return from _____
8. Explore insurance issues/needs by meeting with _____
9. Explore guardianship issues and estate planning by attending a presentation sponsored by _____
10. Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations
11. Contact the Center for Independent Living for information/training on self-advocacy http://www.njsilc.org/
12. Learn about ways to purchase/lease a car and maintain a vehicle/obtain modifications
13. Open a bank account and manage finances/budget/bills
14. Apply for credit/debit cards and manage personal debt
15. Learn about expectations for eating in restaurants
16. Obtain information on managing personal health
17. Meet with social worker to discuss interpersonal skill development
18. Plan for a vacation/leisure activities
19. Learn about consumer skills/rights and responsibilities
20. Obtain information about financial planning and investing
21. Contact the NJ Commission for the Blind and Visually Impaired to obtain training on independent living
22.
23.
24.
25.
26.

DAILY LIVING SKILLS

1. Meet with and interview adults with disabilities and their families who are receiving residential supports*
2. Visit and tour a variety of adult housing options with supports*
3. Visit community agencies that provide daily living skills training to adults
4. Obtain a list of agencies that provide residential supports in this county
5. Contact DDD case manager to be placed on the residential services waiting list
6. Develop a network of informal supports (friends, neighbors, etc.)
7. Explore the possible use of technology and adaptive assistance
8. Develop emergency procedures for use at home
9. Manage daily time schedule
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.

FUNCTIONAL VOCATIONAL EVALUATION

1. Use the following tools/methods to collect functional information regarding (the student)'s vocational interests and abilities: _____*
2. Use existing functional information about (the student) to develop functional assessments*
3. Participate in community-based situational vocational assessment program*
4. Develop a vocational profile based on functional information*
5. Provide opportunities for job sampling in the community in the __ grade*
6. Contact agencies that provide functional vocational assessments in the community*
7. Meet with employers to develop a situational vocational assessment site in the community related to (the student)’s interest in the field of _____*
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.

Sample Interagency Linkages

1. Contact the NJ Division of Disability Services for information and referral assistance at 1-888-285-3036 or on the web at www.state.nj.us/humanservices/dds
2. Obtain, complete, and submit applications to gain admittance to specialized disability support programs offered by the following colleges or universities: _____
3. Obtain and complete a referral form for the NJ Division of Vocational Rehabilitation Services (DVRS), and submit the completed form to the local DVRS office located at _____
4. After submitting the referral form, follow up with the local DVRS office to schedule an intake appointment for (the student) to meet with a DVRS counselor to complete the written application for services
5. After (the student) has been determined eligible for DVRS services and is ready to consider specific services to be provided upon graduation, schedule an appointment for (the student) to meet with a DVRS counselor to develop an Individualized Plan for Employment (IPE)
6. Contact the Center for Independent Living (CIL) to establish eligibility and develop an independent living plan. The phone number is _____ (Call 732-571-3703 or visit www.njsilc.org to locate the nearest CIL)
7. Obtain, complete, and submit an application for eligibility with New Jersey Transit Access Link Program 1-800-955-2321 or on the web at: http://www.njtransit.com/tm/tm_servlet.srv?hdnPageAction=AccessLinkTo
Obtain, complete, and submit an application for eligibility with the County Paratransit System. The phone number is _____ To determine area provider, visit http://www.njtransit.com/tm/tm_servlet.srv?hdnPageAction=ParaTransitTo
8. Apply for eligibility with the local Community Mental Health Center. The phone number is _____ (To locate area providers, call 1-800-382-6717 or visit http://www.state.nj.us/humanservices/dmhs/news/publications/mhs/index.html
9. Obtain, complete, and submit an application for eligibility with the New Jersey Division of Developmental Disabilities (DDD). The phone number is _____ (To determine area provider, call 1-800-832-9173 or visit http://www.state.nj.us/humanservices/ddd/staff/cso/index.html
10. Apply for Supplemental Security Income (SSI) from the Social Security Administration. To learn more about applying for benefits for children under 18 years old, visit www.socialsecurity.gov/applyfordisability/child.htm
11. Contact the NJ Commission for the Blind and Visually Impaired to obtain complete, and submit an application for eligibility. The phone number is 973-648-3333. (Visit www.state.nj.us/humanservices/cbvi for more information)