

Transition Activities Mapping Tool

Please review the following possible activities and instruction that could be included in the Transition Section of the IEP. Please write the Class/Course name beside any that you address. If a student with an IEP is in a particular class listed below, that teacher could be helpful in providing the activity needed for progress in post-secondary goals.

A. Postsecondary Career/Employment

Class/Course Name

Locate sources of occupational and training information	
Identify personal values met through work	
Identify societal values met through work	
Classify jobs into occupational categories	
Investigate local occupational and training opportunities	
Follow directions and observe regulations	
Recognize importance of attendance and punctuality	
Demonstrate knowledge of occupational safety	
Practice using appropriate social and communication skills in group settings	
Meet demands for quality and quantity work standards	
Practice job search techniques	
Practice online job applications/paper applications	
Practice interview skills/mock interviews	
Know how to adjust to change in employment	
Demonstrate stamina and endurance	
Demonstrate satisfactory balance and coordination	
Demonstrate manual dexterity in occupational training and employment	
Demonstrate sensory discrimination	
Demonstrate fine motor dexterity in occupational training and job placements	
Demonstrate gross motor dexterity in occupational training and job placements	
Demonstrate sensory discrimination in occupational training and job placements	

B. Postsecondary Education/Training

Class/Course Name

Identify requirements of appropriate and available jobs	
Identify occupational aptitudes	
Identify major occupational interests	
Identify major occupational needs	
Identify entrance requirements for military services	
Investigate apprenticeship programs in area of interest	
Participate in College Bound Arkansas activities	
Complete online/offline applications for _____ (College Bound, Project SEARCH, EMPOWER....)	
Learn various roles and how to participate in IEP meetings	
Study and prepare for college entrance exams (ACT, ACCUPLACER)	
Learn and Practice Self-Advocacy skills to obtain services through Disability Support Services on post-secondary education campus	
Explore and practice study skills	
Understand accommodations needed and share with teachers	
Practice fine motor skills with OT/PT to use in keyboarding, communication devices....	
Learn vocabulary words related to post-secondary goals	
Learn safety skills needed for post-secondary goals	
Learn math skills related to post-secondary goals	
Explore post-secondary education programs that support students with intellectual disabilities.	
Visit post-secondary education programs that support students with intellectual disabilities.	
Learn and practice organizational skills	
Learn and practice time management skills	
Investigate the admission requirements for chosen postsecondary school	
Research college scholarship options	
Research Adult/Continuing Education classes that apply to postsecondary goals	
Investigate apprenticeship programs in the area of career interest	
Identify learning preferences, strengths and needs	
Tour colleges of interest and report on programs, requirements, etc	
Meet with Disability Support Services at colleges of interest to obtain more information on services available.	
Register with Disability Support Services at chosen institution	
Complete and submit applications to college(s) of choice by deadline	
Learn about environmental demands of various jobs and recognize preferred working conditions	
Use video modeling for (indicate any type of task)	
Investigate extracurricular activities of interest both on and off campus	
Develop a presentation that highlights interests, strengths, and skills	

C. Postsecondary Independent Living/Community Participation

	Class/Course Name
Count money and make correct change	
Make responsible expenditures	
Keep basic financial records	
Learn to calculate and pay taxes	
Demonstrate basic understanding of how to use credit responsibly	
Learn about eligibility for and services available through public assistance programs such as food stamps, TANF, TEA	
Take a field trip to a bank or credit union to learn about different accounts	
Maintain living environment exterior/interior	
Use basic appliances and tools	
Demonstrate basic understanding of how to select adequate housing/personal living space	
Demonstrate basic understanding of how to maintain home grounds	
Explore information regarding student's desired adult living arrangements (suggestion Real Life Arkansas)	
Learn about eligibility for housing subsidy with local Housing and Urban Development HUD) and apply if necessary	
Explore insurance options available for different situations	
Learn about mortgages and home buying	
Develop emergency procedures for use at home	
Learn steps to acquire utilities (gas, water, cable, phone, electric)	
Practice cost comparison strategies for various household items (use newspaper ads)	
Research various adult housing options with help from trusted support network	
Understand housing laws before signing lease agreement	
Explore agencies that provide supported living (Easter Seals, etc.)	
Explore Medicaid waiver benefits	
Demonstrate knowledge of physical fitness, nutrition, and weight	
Exhibit proper grooming and hygiene	
Practice dressing appropriately for event/occasion	
Demonstrate knowledge of common illness, prevention and treatment	
Practice personal safety and/or basic first aid	
Learn to wash/clean clothing	
Learn how to purchase clothing	
Learn Iron, mend and store clothing	
Complete health assessments to determine needs and gather resources (gottransition.org)	
Learn about various agencies that can provide various supports to adults with disabilities	
Identify and learn about community medical and health services	

Learn and practice directions for taking medication correctly using supervision/assistive technology	
Learn how to schedule and keep medical appointments	
Learn about and practice personal fitness activities	
Memorize important information in case of emergency (emergency contact)	
Know rights and responsibilities as a person with a disability including laws of Federal, State and local governments	
Identify potential post school providers of related services and funding sources	
Participate in learning about childcare services available	
Demonstrate knowledge of basic human sexuality	
Demonstrate knowledge of appropriate dating behavior	
Practice purchasing groceries	
Demonstrate meal clean-up and food storage	
Demonstrate appropriate eating habits	
Plan/eat balanced meals	
Practice following simple recipes for snacks or small meals	
Learn the steps in preparing a healthy and balanced meal	
Learn expectations for eating in restaurants and visit a restaurant	
Demonstrate knowledge of traffic rules and safety	
Demonstrate knowledge and use of various means of transportation	
Find way around the community	
Access available transportation	
Study for driving test	
Demonstrate knowledge of car insurance	
Learn about ways to purchase or lease a vehicle	
Investigate how and where to get vehicle modifications for physical disabilities	
Learn about and visit potential places in the community to shop, eat, etc.	
Visit adult service providers in the community and explore available services	
Participate in age appropriate social activities (dances, dating, concerts, sports)	
Visit the library and learn how to check out a book, available resources	
Join the community recreation/leisure facility (such as, YMCA or similar group)	
Demonstrate knowledge of available community leisure/recreational resources	
Choose and plan leisure/recreational activities	
Demonstrate knowledge of the value of recreation	
Engage in group and individual leisure/recreational activities	
Select and participate in group travel	

D. Other: These activities can be appropriate in any of the three goal areas.

Self-Determination

Class/Course Name

Demonstrate knowledge of civil rights and responsibilities	
Know nature of local, state, and federal governments	
Demonstrate knowledge of the law and ability to follow the law	
Gain knowledge and the ability to express information regarding rights of a person with a disability	
Register for the selective service (male) and learn about public service obligations	
Register to vote and learn about election process	
Identify physical and psychological needs	
Learn how to acquire a State issued identification card and how it can be used.	
Identify interests and abilities	
Identify emotions and demonstrate appropriate responses	
Demonstrate knowledge of physical self	
Express feelings of self-worth and self-confidence	
Describe others' perception of self	
Accept and give praise appropriately	
Accept and give criticism appropriately	
Develop respect for the rights and properties of others	
Recognize authority and follow instructions	
Demonstrate self-organization	
Demonstrate awareness of how an individual's behavior affects others	
Identify problems/conflicts	
Recognize nature of a problem	
Use appropriate resources to assist in problem solving	
Select and develop best solution to problems/conflicts	
Demonstrate decision-making skills	
Develop a contact list of agencies that could provide supports and indicate the services available	
Participate in self-determination curriculum (SDLMI, 411 on Disability Disclosure, Whose Future is It Anyway or ME!.)	
Practice self-awareness skills by writing and sharing a presentation about their future	
Practice setting goals for future (both short term & long term)	
Practice speaking to teachers about grades, assignments, and accommodations as appropriate	
Explore options and participate in community advocacy groups	
Participate in disability awareness presentations and panels	
Participate on a local transition team as a student representative	
Access TedTalks, podcasts and other media forums for personal and professional growth (specify area of growth)	

Social Skills

Class/Course Name

Explore appropriate etiquette skills in using social media and digital devices	
Recognize and respond to emergency situations	
Communicate with understanding	
Understand non-verbal cues and practice responding appropriately	
Demonstrate listening and responding skills	
Establish and maintain close relationships	
Make and maintain friendships	

Assistive Technology

Class/Course Name

Complete assistive technology evaluation and explore options for obtaining assistive technology	
Learn to use assistive technology device and other appropriate accommodations effectively	
Practice using assistive technology to express wants and desires	
Use assistive technology to develop presentation that includes preferences, interests, strengths, and needs, as well as post-secondary goals	
Practice using technology/assistive technology to support independence in daily living activities, taking medication, schedule reminder about activities (specify task as appropriate)	
Practice using a calendar (via app, paper, watch) to keep track of assignments, other deadlines, and time management.	

Comments/Questions
