

Transition Activities

Listed below are some activities that could possibly help a student reach the post-secondary goal(s) based upon transition assessments and established within their transition plan. The relevance of each of these activities will depend on the student and the goal itself, of course. These ideas for activities might also help you in creating more specific activities that your student can participate in to work toward his/her goals. These activities are divided into the three different goal categories, but some activities could fit in all three. Whatever activity you include, whether it is from this list or one you and the student have determined as necessary, make sure it is written as an activity. Ask, "How will the student reach stated goals" (listing of classes is not an activity -- rather "what will the student do in the course").

Consider reviewing these with others and developing a guide or timeline to implement various activities at different grade levels and in various classes. You can always adjust the timeline to fit your student's needs, but it can serve as a guide.

Post-secondary Career/Employment

- Explore different careers by viewing career videos online and reporting on top 3 careers of interest
- Work on components of a transition portfolio binder to include items like resumes, references or sample interview question answers (electronically or hardcopy)
- Write a paragraph (or report) about desired career of choice
- Research post-secondary education needs for desired career
- Obtain a work-based experience (such as job shadowing, internship, etc.)
- Explore Volunteer opportunities in local community and practice volunteering in an area of personal interest
- Use pictures to explore career or job choices
- Job shadow in an occupation of interest
- Investigate volunteer opportunities with local organizations as possible work experience (food bank, clothing closet, library, Red Cross, hospital, etc.)
- Learn about IEP, Section 504 of the Rehabilitation Act & Americans with Disabilities Act to be able to self-advocate/be self-aware
- Meet with/interview employees in chosen career field
- Explore how to work toward and participate in obtaining certification-in career of choice through available programs
- Explore possible summer employment through local programs available in local community
- Schedule a visit/phone interview with the local Vocational Rehabilitation Counselor and report findings
- Report on programs of benefit from a local agency as indicated by agency visit to class.
- Contact and report on (select an appropriate agency) using AITP Resource Guide
- Explore possible services available from Arkansas Rehabilitation Services
- Explore possible services available from local Workforce Center
- Develop and Send invitation to local agency representatives to speak to the class
- Learn and practice job interview skills/negotiating skills
- Learn resume writing skills and develop a resume
- Practice role playing activities demonstrating appropriate work behaviors

- Learn to Identify/seek out natural supports in work environments
- Learn importance of punctuality and practice skills
- Discuss and exhibit appropriate dress for the workplace
- Learn and practice the difference between appropriate social skills for the classroom environment and work environment
- Learn and practice exploring job opportunities
- Learn about job opportunities by participating in a career fair
- Learn about employer expectations from presentation of local employers
- Participate in mock interviews with employers
- Role play appropriate interviewing skills
- Practice job interview skills and participate in a critique of skills activity
- Research local employment opportunities in student's chosen field
- Learn about and meet with supported employment providers †
- Meet with Project Arkansas Work Incentives Network (Project AWIN) to learn the work incentives and other benefits
- Learn about PASS plans from Arkansas Rehabilitation Services or Social Security office
- Meet with military recruiters to learn about opportunities available and qualifications needed
- Practice completing job applications both online and on paper
- Draft cover letters, and thank you notes for job interviews
- Learn about apprenticeships/internships programs within the community through Career Watch magazine
- Meet with school counselor to affirm vocational interests and discuss possible coursework needed
- Learn and practice facilitating a meeting
- Complete a student reflection assessment
- Practice tracking media outlets that cover your employment goal (LinkedIn, Glassdoor, etc.)
- Participate in work experiences
- Increase communication skills by understanding and using verbal and non-verbal language
- Identify on the job support needs
- Keep a part-time job (full-time employment) in a competitive work environment (or supported work experience)
- Keep a part-time job (full-time employment) and demonstrate the ability to work under a supervisor
- Keep a part-time job (full-time employment) and demonstrate the ability to cooperate with other employees
- Keep a part-time (full-time employment) by being reliable and punctual
- Participate in a self-directed IEP meeting
- Participate in a Person Centered Planning meeting
- Work with Job Coach/Special Education Teacher to customize specific tasks that correlate with student's skills
- Practice using an augmentative communication device to express personnel interest, desires and needs

Postsecondary Education/Training

- 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 tests (ACT, SAT)
- Learn and Practice Self-Advocacy skills to obtain services through Disability Support Services on 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 mentor programs in postsecondary schools
- Investigate apprenticeship programs in the area of career interest
- Prepare/take for the ASVAB
- Identify learning preferences, strengths and needs
- Prepare/Take GED pre-test (TABE)
- 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
- Apply and submit applications for financial aid (FASFA) by set deadline
- Learn about environmental demands of various jobs and recognize preferred working conditions
- Evaluate work environments by completing work surveys/questionnaires
- 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
- Participate in hands-on experiences to explore career interests

Postsecondary Independent Living and Community Participation

(independent living skills encompasses many areas including preparing meals, budgeting, managing healthcare, cleaning, social skills, self-determination, accessing the community, etc.)

- Navigate through community using preferred mode of transportation
- Complete health assessments to determine needs and gather resources (gottransition.org)
- Explore information regarding student's desired adult living arrangements (suggestion Real Life Arkansas)
- Learn about the process of renting an apartment or house
- Learn about eligibility for housing subsidy with local Housing and Urban Development (HUD) and apply if necessary
- Gain knowledge and the ability to express information regarding rights of a person with a disability
- Practice self-advocacy skills by distinguishing between private and public information
- Contact an appropriate agency about applying for supported living (Easter Seals, etc.)
- Learn about eligibility for and services available through public assistance programs such as food stamps, TANF, TEA
- Learn and practice budgeting skills
- Participate in learning about childcare services available
- Learn about various agencies that can provide various supports to adults with disabilities
- Register to vote and learn about election process
- Estimate housing expenses (week/month)
- Register for the selective service (male) and learn about public service obligations
- Study and prepare to take driver's license exam
- Learn how to acquire a State issued identification card and how it can be used.
- Learn money management skills for saving money and creating a budget
- Open a checking/savings account to practice banking skills
- Learn about filing taxes obtain assistance to complete tax return
- Explore insurance options available for different situations
- Explore options and learn how to apply for reduced fees with public transportation
- Learn about and practice performing simple repairs on a home
- Learn about ways to purchase or lease a vehicle
- Learn and practice simple maintenance of a vehicle
- Learn about credit cards and gift cards
- Learn about mortgages and home buying
- Participate in mobility training for specific transportation needs
- Develop a contact list of agencies that could provide supports and indicate the services available
- Determine transportation options in the community and explore best option
- 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
- Plan for vacation and/or leisure activities

- Learn the steps in preparing a healthy and balanced meal
- Learn how to 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)
- Learn household management skills
- Manage daily time schedule (use planner or time management apps)
- Learn about and practice personal fitness activities
- Learn about and explore parks within the community
- Research various adult housing options with help from trusted support network
- Visit agencies that provide daily living skills training to adults
- Visit adult service providers in the community and explore available services
- Learn about and visit potential places in the community to shop, eat, etc.
- Learn expectations for eating in restaurants and visit a restaurant
- Understand housing laws before signing lease agreement
- Take a field trip to a bank or credit union to learn about different accounts
- 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)
- 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
- Research and Select adult primary care physician, dentist, and vision
- Understand emergency preparedness plan at home, school and in the community
- Identify potential post school providers of related services and funding sources
- Learn to use assistive technology device and other accommodations effectively
- Apply for Medicaid waiver benefits
- Explore and participate in community advocacy groups
- Participate in disability awareness presentations and panels
- Investigate how and where to get vehicle modifications
- Complete assistive technology evaluation and explore options for obtaining assistive technology
- Participate in transition curriculum on self-determination such as SDLM I, 411 on Disability Disclosure, Whose Future is It Anyway or ME!
- Join local transition team as a student representative
- Practice self-awareness skills by writing and sharing an autobiography about their future
- Share autobiography to demonstrate self-awareness
- Set goals for future (both short term & long term)
- Appropriately speak to teachers about grades, assignments
- Practice using a calendar (via app, paper, watch) to keep track of assignments and other deadlines and to manage time
- Access TedTalks, podcasts and other media forums for personal and professional growth
- Use assistive technology to express wants and desires

- Use assistive technology to develop presentation for an IEP meeting on post-secondary goals
- Practice using simple recipes for snacks or small meals
- Use technology/assistive technology to support independence in daily living activities, taking medication, schedule reminder about activities....
- Explore appropriate etiquette skills in using social media and digital devices

Note to teachers: Do not eliminate any activity simply because of the student's disability. Instead, consider ways to adapt that activity or break it into simpler, more meaningful tasks for the student.