

Transition Services

TRANSITION SERVICES

Transition services are instruction, experiences, and/or school activities that allow students to explore their preferences, interests, needs, strengths (PINS) and postsecondary goals. Transition services' domains relate to instruction, related services, community experiences, development of employment and other living objectives, acquisition of daily living skills and functional vocational assessments. These activities may take place through a traditional class, or they may take place outside of a class.

Transition services are important because they give students further opportunities to explore their postsecondary goals. After participating in transition services, students may discover new PINS and may change/alter/redefine their postsecondary transition goals. These services also provide opportunities for students to strengthen their skills. Students should individualize their transition services with their IEP team. IEP teams can use the information gathered during students' transition services as informal transition assessments.

EVIDENCE-BASED BEST PRACTICES

- At least one transition service that corresponds or connects to each annual goal should be listed.
- Transition services include documented academic and functional activities, supports, and services.
- Transition services should always be person-centered.

EXAMPLES OF BEHAVIOR THAT COULD FIT POST-SECONDARY GOALS

TRANSITION SERVICES	EDUCATION OR TRAINING	EMPLOYMENT	INDEPENDENT LIVING
<i>Instruction:</i> <i>Academic and functional instruction that will be provided to the student to build the skills necessary to reach their postsecondary goals.</i>	Self-advocacy skills	Work-related skills (i.e., punctuality)	Self-care skills
<i>Related Services:</i> <i>Services needed for students to access integrated work, education, and living environments. They may include occupational and</i>	Speech/language	VR referral Occupational therapy	Meet with SSI representative

<i>physical therapy, speech therapy, rehabilitative counseling services, and other professional supports.</i>			
Community Experience: <i>A variety of activities and experiences that are provided outside the school building. These might include community resources utilized as part of the student's school program, whether during or after school hours, to achieve the stated outcome(s) of community integration.</i>	Visit a community college including a visit to the Disability Services office	Job shadow	Visits to agencies (i.e., Independent Living Center)
Development of Employment & Other Living Objectives: <i>Development of work-related behaviors, job seeking, career exploration, and actual employment (i.e., career planning, job shadowing, job training).</i>	Computer skills Apply for financial aid	Part-time employment related to the student's goals	Visits to recreational agencies/facilities Community-based vocational training
Acquisition of daily Living Skills: <i>The skills involved in caring for oneself on a daily basis (i.e., dressing, hygiene, household chores, shopping, managing finances, and an important component of independent living.</i>	Using accommodations	Using accommodations Asking for help learning routines	Personal banking Instruction Utilizing technology support (i.e., phone reminders to take meds)

funded by the school. IDEA transition services are addressed in each student's IEP. The title "Pre-ETS" can be used to describe the above IDEA services; however, they are not billable services through VR.

3. What are some examples of IDEA Transition Services I can receive through my school district?

IDEA Transition Services are discussed during each student's IEP meeting and can take place in the special education or general education setting. Transition Services should be determined to reflect or explore the student's postsecondary goals.

Below are some general examples of IDEA Transition Services:

- Job Exploration
- Participation in Work Experience
- Participation in a Transition Class
- Instruction in Self-Advocacy
- Participating in School District CTE Classes
- Counseling on Post-Secondary Education through a School District Program (e.g. Aspire)
- College Tours
- Job Shadows/Informational Interviews facilitated by School District Staff
- And more

4. What are some examples of Pre-ETS services I can request from Vocational Rehabilitation?

Pre-ETS are person-centered and individually-based and can encompass a wide variety of services depending on the individual's wants and needs. Below are just some general examples of Pre-ETS Services that can be available upon request.

- Person-Centered Planning Meetings
- One-Page Profiles
- Job Explorations
- Small Group Classes (e.g., Drivers Permit, Food Handlers, MEGI, and Guided Group Discovery)
- Individual Motivational Interviewing with students
- Vocational Interest Inventories

5. When would a student (or a student's team) request a Pre-ETS?

A team should request a Pre-ETS when the request goes beyond what the school can deliver or when the school would like consultation or assistance delivering a service. For example, school staff might not be trained in Person-Centered Planning. This would be an ideal time to request a Pre-ETS for this service. Pre-ETS are designed to **support** school services, **not supplant** school services.

6. Should Pre-ETS be documented in the student's IEP?

Teachers should document completed Pre-ETS services in the student's present levels. Most of the time, completed Pre-ETS can be informal transition assessments used to identify the student's PINS and to develop the student's vocational postsecondary goals. NOTE: When addressing student's transition services, teachers should address the five areas specifically, rather than the label "Pre-ETS."