

# IDEA Transition Services Examples

## *Independent Living*

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Individuals with Disabilities Education Act (IDEA) defines transition as a coordinated set of activities for a child with a disability that:

1. 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and
2. Is based on the **individual child's needs**, taking into account the child's strengths, preferences, and interests; and includes—
  - a. Instruction;
  - b. Related services;
  - c. Community experiences;
  - d. The development of employment and other post-school adult living objectives; and
  - e. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Pre-Employment Transition Services (Pre-ETS) are mandated under the Workforce Innovation and Opportunity Act (WIOA) of 2014. WIOA defines five Pre-ETS that are delivered and paid for by vocational rehabilitation agencies as a specific set of activities that include:

1. Job Exploration Counseling
2. Postsecondary Education Counseling
3. Instruction in Self-Advocacy
4. Workplace Readiness Training
5. Work-Based Learning

Pre-ETS delivered by WV Department of Rehabilitation Services are designed to build on (not replace) the transition services already occurring within the local educational agency (LEA). Delivery of transition services and Pre-ETS should be planned and delivered in collaboration between the LEA and WVDRS. [34 CFR § 300.43; WV 126CSR16 5.2.F (WV Policy 2419); WIOA section 113; 34 CFR § 361.48(a)]

Transition services delivered by LEAs are based on individual student interests as documented by the results of transition assessments. For information on secondary transition assessments see the Secondary Transition Assessment Resource Bank located on the [WV Guideposts to Graduation website](#).

The activities listed in this document are not exhaustive but have been provided as examples of the transition services that could be delivered by local schools.

# Independent Living Transition Activity Examples

***These examples are not an exhaustive list of services that could be delivered by local schools***

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## **Community**

- » Arrange for students to tour the community library.
- » Help students complete a library card application.
- » Support students with personal meal preparation.
- » Provide explicit instruction in using the public transit system (e.g., bus, train, airport, Uber).
- » Provide explicit instruction and practice to independently order meals at restaurants.
- » Provide explicit instruction in street crossing and navigating traffic.
- » Have students participate in service-learning activities (e.g., start a recycling program, volunteer at an animal shelter, start a food drive or food bank, etc.)

## **Financial Literacy**

- » Provide explicit instruction in online banking.
- » Provide support in opening a bank account.
- » Provide explicit instruction in the use of a debit card.
- » Provide explicit instruction in budgeting and tracking expenses.

## **Personal Life Skills**

- » Provide explicit instruction on how to operate household appliances.
- » Provide explicit instruction on doing laundry.
- » Provide explicit instruction on daily hygiene skills.
- » Provide explicit instruction on telling time using an analog or digital clock (or both).
- » Provide explicit instruction on how to obtain a driver's license or state identification card.
- » Provide explicit instruction on using a visual schedule to complete tasks and activities independently (e.g., daily planner, calendar, dry erase board, app on phone).

## **Health and Safety**

- » Have students practice memorizing emergency contact information (e.g., 911, ambulance, fire department, family members, caretakers).
- » Have students practice memorizing personal information (e.g., Social Security number, address, telephone number).
- » Provide explicit instruction on keeping (online) personal information safe.

## **Military**

- » Have students practice memorizing emergency contact information (e.g., 911, ambulance, fire department, family members, caretakers).
- » Have students practice memorizing personal information (e.g., Social Security number, address, telephone number).

**NOTE:** This resource was adapted from "Writing High Quality Secondary Transition Plans" course purchased by WVDE in 2022 and revised for web site publishing.