

## Transition Services

**Instruction** is one component of a transition program “the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum, and gain needed skills”.

Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

- **Examples:** tutoring, skills training, prep for college entrance exam, accommodations, adult basic education

**Related service** is defined as “transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services... counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education....”

Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350.

- **Examples:** transportation, social services, medical services, technology, support services

**Community experiences** are one component of a transition program “that are provided outside the school building or in community settings...”

Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

- **Examples:** job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings

**Employment and other post-school adult living objectives** are components of a transition program that “the student needs to achieve desired post-secondary goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home accessing medical services, filing for insurance or accessing and planning for adult services such as Social Security Income (SSI)”.

Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

- **Examples:** career planning, guidance counseling, job try-outs, register to vote, adult benefits planning, contacting SSA

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**Acquisition of daily living skills** is one component of a transition program that is included “if appropriate” to support student ability to do those activities that “adults do every day”.

Storms, J., O’Leary, E., & Williams, J. (2000).

*Transition requirements: A guide for states, districts, schools, universities and families.* Eugene: University of Oregon, Western Regional Resource Center.

- **Examples:** self-care, home repair, budgeting, paying bills, independent living skills

**Functional vocational evaluation** is one component of a transition program that is included “if appropriate”. This evaluation involves “an assessment process that provides information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observations or formal measures, and should be practical. The IEP team could use this information to refine services outlined in the IEP”.

Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families.* Eugene: University of Oregon, Western Regional Resource Center.

- **Examples:** job and career interests, aptitudes and skills