

The New Jersey Department of Education Office of Special Education

Sample Activities/Strategies for Statements of Transition Services

The term "transition services" means a coordinated set of activities for a child with a disability that— (A) 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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. [20 U.S.C. §1401\(34\)](#)

“Beginning at Age 14” Transition Statement

According to [N.J.A.C. 6A:14-3.7\(e\)11](#), beginning with the IEP in place for the school year when the student will turn age 14, or younger if determined appropriate by the IEP team, one of the components that must be included in the IEP are strategies and/or activities that are consistent with the student’s strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals. The following pages of this document contain examples of activities/strategies that can be used to assist students who are unsure of their future plans to further identify and clarify their preferences and interests for the development of postsecondary goals. These sample activities/strategies below are identified by an asterisk (*).

Another component of the IEP that must be in place for the school year when the student will turn age 14, or younger if determined appropriate by the IEP team, is a statement of any needed interagency linkages and responsibilities. Sample interagency linkages are included at the end of this document.

“Beginning at Age 16” Statement of Transition Services

Beginning with the IEP in place for the school year when the student will turn age **16**, or younger if determined appropriate by the IEP team, the IEP must include a statement of transition services. The statement of transition services includes a multi-year plan of **strategies/activities** that will assist the student to prepare for post-secondary activities such as post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. This statement of transition services does not replace the transition statement that was in the student’s previous IEPs, but rather builds upon it to form a complete plan for the future.

For each activity/strategy specified in the statement of transition services, IEP teams should specify the expected date of implementation, (e.g. Spring 202X, Fall 202X). The dates of implementation can be from the date of the IEP meeting to any date prior to the student’s expected date of high school graduation. This section of the IEP should also specify the person or agency responsible for arranging, providing and/or implementing each activity/strategy, and responsibilities should ideally be shared among IEP meeting participants (student, parent, school staff, etc.) so that “ownership” of the plan is shared by all.

Sample Transition Activities/Strategies

The following pages contain some examples of activities/strategies that can be used to assist students to prepare for their desired post-school goals. **Please customize and add to this list to meet your students' needs and preferences.** The activities/strategies are organized by the seven areas contained in the statement of transition services; instruction, related services, community experiences, employment, post-school adult living, daily living skills, and functional vocational evaluation. **Whenever spaces are included in a sample activity, please insert information to meet the needs and preferences of the student.**

Instruction

(Includes activities or strategies related to applying to and enrolling in postsecondary education or training.)

1. Use the following tools/methods to assist (the student) in determining desired post-secondary educational involvement: _____*
2. Visit the following college campuses (virtually if needed/desired) and meet with staff in the office of the 504 coordinator: _____*
3. Enroll in career awareness course entitled _____ in the __ grade*
4. Enroll in adult living course entitled _____ in the __ grade*
5. Tour (virtually if needed/desired) post-school occupational training programs*
6. Complete and submit applications to the following colleges: _____
7. Complete and submit applications for tuition assistance (e.g. FAFSA.GOV)
8. Learn about Section 504 of the Rehabilitation Act
9. Explore admission requirements for enrollment at Vocational/Technical Schools
10. Learn about the process for renting an apartment
11. Obtain information on continuing and adult education opportunities
12. Learn about the Americans with Disabilities Act
13. Learn about students' rights under IDEA and N.J.A.C. 6A:14
14. Join the Student Self-Advocacy Club
15. Enroll in Internship/Apprenticeship program in the field of _____
16. Participate in the following extra-curricular activities: _____
17. Enroll in the following Adult/Continuing Education classes: _____
18. Enroll in the following Community College Courses: _____
19. Enroll in “parenting” classes
20. Learn about time management/organizational strategies
21. Learn about and enroll in SAT prep course
22. Learn about the following community agencies that provide services and support to people with disabilities _____
- 23.
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Related Services

(Consider any related services needs the student may continue to have after exiting or graduating high school. **Do not repeat here the student's current related services documented elsewhere in the IEP.**)

1. Determine if (the student) is likely to need transportation assistance, a type of therapy, or other "related service" after graduating high school*
2. Obtain a driving evaluation from _____
3. Explore community transportation options at: <https://www.njtransit.com/accessibility/community-transportation>
4. Obtain information about NJ Transit's program for people with disabilities at: <https://www.njtransit.com/accessibility/access-link-ada-paratransit>
5. Learn about sources of support for coping with difficult life situations by contacting _____
6. Learn about the community mental health agency _____ located at _____
7. Identify potential post-school providers of recreation therapy
8. Identify potential post-school providers of occupational therapy and potential funding sources
9. Learn about potential post-school providers of physical therapy
10. Learn about potential post-school providers of speech therapy
11. (If student is receiving SSI) Write a Plan for Achieving Self-Support (PASS) to set aside income and/or resources needed to obtain/maintain employment
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Community Experiences

(Activities that are provided outside the school building or in community settings.)

1. Use the following tools/methods to assist (the student) in determining desired post-secondary community involvement: _____*
2. Investigate participation in social/recreation events sponsored by _____ *
3. Learn about and visit potential places in the community to shop for food, clothes, etc.*
4. Investigate participating on the community sports team for _____ *
5. Tour apartments (virtually if needed/desired) for rent*
6. Investigate participation in community civic organization (Lions Club, Rotary, etc.) *
7. Investigate opportunities in the community to socialize with peers
8. Visit and learn about the youth volunteer program at the local library
9. Visit and learn about the youth volunteer program at the community hospital
10. Visit and learn about the community theater group
11. Visit and learn about the community symphonic organization
12. Investigate participation in the community arts council
13. Visit and learn about the community horticultural club
14. Visit and learn about the community historical preservation society
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Employment

(Activities the student needs to achieve desired post-school job or career goals.)

1. Use the following tools/methods to assist (the student) in determining career interests and desired employment after finishing high school or college: _____ *
2. Learn about the services to help students to prepare for a rewarding career provided by the Division of Vocational Rehabilitation Services (DVRS) at:
https://careerconnections.nj.gov/careerconnections/plan/foryou/disable/students_with_disabilities.shtml
3. Participate in the annual career fair to learn about career opportunities*
4. Participate in career awareness program *
5. Enroll in the CTE program for _____
6. Enroll in the CTE Program of Study for _____
7. Enroll in the foundational career program for _____
8. Enroll in the community-based career exploration program*
9. Work towards obtaining a license to become a _____
10. Learn about the County One-Stop Career Center
https://careerconnections.nj.gov/careerconnections/plan/support/njccsites/one_stop_career_centers.shtml
11. Explore possible summer employment through the county One-Stop Career Center
12. Contact the following Supported Employment agencies to evaluate their services:

13. Obtain a part-time job (volunteer or paid) through participation in Work-Based Learning
14. Enroll in the youth apprenticeship program for _____
15. (If student is receiving Supplemental Security Income - SSI or Social Security Disability Insurance - SSDI) Learn about Social Security Work Incentives at www.ssa.gov/redbook/index.html
16. (If student is receiving SSI) Learn about a Plan for Achieving Self-Support (PASS) to get help with reaching your employment goals <https://www.ssa.gov/pubs/EN-05-11017.pdf>
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Post School Adult Living

(Leading towards adult activities done occasionally, such as registering to vote, opening a bank account, or accessing adult services.)

1. Use the following tools/methods to assist (the student) in determining a desired residential life beyond high school: _____*
2. Learn about [person-centered planning](#)*
3. Join and participate in the following community recreation/health center: _____ *
4. Prepare for tests that are required for obtaining a driver's license
5. Register to vote and learn about the election process
6. Register for the draft and learn about public service obligations/opportunities
7. Obtain assistance to complete tax return from _____
8. Explore insurance issues/needs by meeting with _____
9. Learn about [alternatives to guardianship](#) (such as supported decision making and power of attorney) and estate planning
10. Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations
11. Contact the Center for Independent Living for information/training to become more interdependent <http://www.njsilc.org/>
12. Learn about how to purchase or lease a car, maintain a vehicle, and obtain modifications (as needed)
13. Open a bank account and manage finances, a budget, and paying bills
14. Apply for credit/debit cards and manage personal debt
15. Learn about eating in restaurants and getting take-out or delivery from restaurants
16. Learn how to maintain personal health and manage current health issues
17. Meet with social worker to discuss interpersonal skill development
18. Plan for vacations and leisure activities
19. Learn about consumer skills and citizen's rights and responsibilities
20. Learn about financial planning and investing
21. Contact the NJ Commission for the Blind and Visually Impaired to obtain training on independent living skills and mobility
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Daily Living Skills

(Those activities that adults do every day, (e.g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.).

1. Meet with adults with disabilities who are receiving residential supports and their families to learn about this option*
2. Visit and tour a variety of adult housing options with supports*
3. Learn about community agencies that provide daily living skills training to adults
4. Learn about agencies that provide residential supports
5. Develop a network of informal supports (friends, neighbors, etc.)
6. Learn about the possible use of technology and adaptive assistance
7. Develop emergency procedures for use at home
8. Learn how to manage a daily time schedule
9. Learn about and practice healthy and safe behaviors around others, especially during a pandemic
10. Learn how to manage and maintain personal protective equipment (e.g. masks)
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Functional Vocational Evaluation

(A functional (i.e. "hands-on") assessment process that provides information about job or career interests, aptitudes and skills.)

1. Use the following tools/methods to produce functional information regarding (the student)'s vocational interests and abilities: _____*
2. Use existing functional information about (the student) to develop functional assessments*
3. Participate in a community-based situational vocational assessment program*
4. Develop and maintain a vocational profile based on functional information*
5. Provide opportunities for job sampling in the community*
6. Learn about agencies that provide functional vocational assessments in the community*
7. Meet with employers to develop a situational vocational assessment site in the community consistent with (the student)'s preferences and interests*
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Sample Interagency Linkages

1. Contact the NJ Division of Disability Services for information and referral assistance at 1-888-285-3036 or on the web at <https://www.state.nj.us/humanservices/dds/home/>
2. Complete applications to specialized disability support programs offered by the following colleges or universities: _____
3. Complete an online [student referral form](#) to obtain **Pre-Employment Transition Services** from NJ Division of Vocational Rehabilitation Services (DVRS). (**No eligibility determination is needed**)
4. Complete an online [referral form](#) to apply for eligibility to obtain **traditional vocational rehabilitation services** from the NJ Division of Vocational Rehabilitation Services (DVRS).
5. After submitting the referral form, follow-up with the local DVRS office to schedule an intake appointment for (the student) to meet with a DVRS counselor to complete the application for services.
6. After (the student) has been determined eligible for traditional DVRS services, schedule an appointment for (the student) to meet with a DVRS counselor to develop an Individualized Plan for Employment (IPE).
7. Contact the Center for Independent Living (CIL) to establish eligibility and develop an independent living plan. The phone number is _____
(Call 732-571-3703 or visit www.njsilc.org to locate the nearest CIL)
8. Complete an application for eligibility with New Jersey Transit Access Link Program 1-800-955-2321 or on the web at: <https://www.njtransit.com/accessibility/access-link-ada-paratransit>
9. Obtain, complete, and submit an application for eligibility with the County Paratransit System. The phone number is _____ (To determine area provider, visit http://www.njtransit.com/tm/tm_servlet.srv?hdnPageAction=ParaTransitTo)
10. Access behavioral health or developmental disability services from the Children's System of Care by calling 1-877-652-7624 or visiting <http://www.nj.gov/DCF/families/csc/index.html>
11. Complete an application for eligibility with the New Jersey Division of Developmental Disabilities (DDD). Information at <https://www.nj.gov/humanservices/ddd/individuals/applyservices/>
12. Apply for Supplemental Security Income (SSI) from the Social Security Administration. To learn more about applying for benefits for children under 18 years old, visit www.socialsecurity.gov/applyfordisability/child.htm
13. Contact the NJ Commission for the Blind and Visually Impaired to obtain **Pre-Employment Transition Services**, other transition services, and/or to apply for eligibility to obtain **traditional vocational rehabilitation services**. The phone number is 973-648-3333. (Visit www.state.nj.us/humanservices/cbvi for more information)