Coordinated Set of Needed Activities/Strategies

Examples for T-3 of the Secondary Transition IEP

Instruction
Community Experiences
Employment
Related Services
Post School and Adult Living Skills
Acquisition of Daily Living Skills
Functional Vocational Assessment

-Revised 2025

SECONDARY TRANSITION in NORTH DAKOTA

Transition services means a coordinated set of activities for a child with a disability that—

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;

Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

- -Instruction;
- -Related services;
- -Community experiences;
- -The development of employment and other post-school adult living objectives; and If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

-Sec. 300.43 Transition services

Suggested Transition Activities/Strategies for "Instruction"

Activities/strategies listed in this area have to do with "instruction," whether that is a formal or informal imparting of knowledge or skills. The activities/strategies can include, but are not limited to, such things as:

1. Complete a learning styles inventory to identify preferences and strength modes
2. Visit college campuses and meet with student support services
3. Enrollment in a tech-prep program
4. Learn about Section 504 of the Rehabilitation Act and Americans with Disabilities Act
5. Explore admission requirements for possible part-time enrollment at a Vocational/Technical School
6. Learn about the process for accessing apartments for rent
7. Obtain information on continuing adult education opportunities
8. Enroll in Self-Advocacy/Self-Awareness Studies
9. Enroll in career and vocational education/vocational English
10. Take occupation specific courses
11. Enroll in an adult living course
12. Enroll in an internship/apprenticeship program
13. Participate in extracurricular activities such as _____
14. Enroll in Adult/Continuing Education courses such as _____
15. Enroll in Community College courses such as _____
16. Enroll in parenting classes
17. Learn financial management-money skills
18. Learn about time management
19. Practice negotiation skills for job raises, car purchases, etc.
20. Access tutoring services in school or through a private agency
21. Write an information interview letter to the disabilities resource coordinator at a postsecondary school of interest
22. Take a GED pre-test
23. Take a CPR/First Aid course
24. Enroll in a SAT prep course
25. College prep: courses, ACT/SAT, application
26. Learn about community agencies that provide services and support to people with disabilities
27. Tour post school occupational training programs
28. Obtain, complete, and submit applications to colleges of choice
29. Research college scholarship opportunities
30. Obtain, complete, and submit applications for tuition assistance programs
31. Enroll in and take classes through the local County Extension Program
32. Apply for and take ACT testing with accommodations.
33. Take Transportation Mobility courses
34. Learn and practice self-advocacy
35. Develop work readiness skills and vocational English
36. Learn about and practice social skills.
37. Learn about and practice communication skills.
38. Learn about the decision making process and practice the skills.
39. Develop Crisis Management skills.
40. Take driver's education

41. Research career areas of interest
42. Learn about and practice employability skills
43. Learn and practice using the computer or iPad to access instructional materials
44. Learn and practice study skills
45. Participate in counseling
46. Learn about Student-Led IEPs and/or actively participate in one's IEP

Suggested Transition Activities/Strategies for "Community Experiences"

Activities/strategies listed in this area emphasize activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities should encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, or other opportunities.

1. Learn how to access and/or use relevant community resources (health care facilities, bank, library, Laundromat, postal services, church, restaurant, hair stylist)
2. Learn to make and keep own appointments
3. Learn to identify appropriate resource for problem solving
4. Skill training to demonstrate appropriate social behaviors in the community (tipping, asking for assistance, standing in line, being quiet in relevant situations)
5. Skill training to demonstrates an understanding of cost saving techniques (comparison shopping, sale prices, discount stores versus department stores)
6. Learn to get around in the community (driver's license/vehicle, public transportation, maps/schedules/asking for directions)
7. Develop a realistic plan for addressing post secondary housing needs and demonstrates the ability to secure housing (understands cost of different types of housing, housing contracts, process of relocating)
8. Apply for residential services
9. Develop an understanding of basic insurance needs and where to purchase coverage
10. Training to be able to locate specified areas within his/her own school and neighborhood
11. Skill training to be able to understands relevant community signs (Men, Women, Do Not Enter, Danger)
12. Skill training to select and order his/her own food in restaurants
13. Skill training to safely cross streets including those with traffic lights
14. Develop skills to access needed items in grocery store
15. Skill training to recognize and understand cost and pay for small purchases in the community
16. Skill training to understand purchasing options when paying for large purchases in the community (credit cards, loans)
17. Training to understand and know the dangers of accepting assistance or goods from strangers
18. Training to use a cell phone
19. Develop the ability to respond to emergency situations in the community (missing the bus, contact with strangers, being lost)
20. Develop the skills to identify the locations of and get to social service agencies (employment agencies, rehabilitation services, social services, adult services)
21. Practice banking, budgeting, and shopping skills
22. Use public transportation
23. Join local organization or club
24. Register to vote, learn how to vote
25. Explore new ways to use leisure time
26. Identify any supports needed to participate in activities
27. Knowledgeable about banking options: checking, savings, etc.
28. Identify specific community facilities to join for recreation/leisure services
29. Identify specific recreation/leisure activities of choice and participate independently
30. Identify activities of choice to do with family members or friends

Resource for ND teachers adapted from *Revised Transition Services: Helping Educators, Parents and Other Stakeholders Understand: Postschool Outcomes,Course of Study and Coordinated Set of Activities by Ed O'Leary and Wendy Collison, 2009*

31. Identify activities of choice to do with a provider
32. Investigate participation in church/temple or social/recreation events
33. Learn about and visit potential places in the community to shop for food, clothes, etc.
34. Investigate youth volunteer programs at the library
35. Investigate youth volunteer programs at the hospital
36. Investigate participation in community sports teams or organizations (softball, bowling, etc.)
37. Learn about the community theater group
38. Learn about the community horticultural club
39. Learn about the community historical preservation society
40. Identify different living/housing options
41. Tour apartments for rent
42. Investigate participation in community civic and social organization (Lions Club, Jaycees, Kiwanis, etc.)
43. Obtain a state identification card or driver's license
44. Join a community team or organization (church group, bowling league, etc.)
45. Learn to ride a skateboard, roller blade, bike, or other outdoor activity
46. Observe a courtroom or jury duty process
47. Register for classes with city parks and adaptive recreation programs
48. Register with Selective Service
49. Participate in work experiences, job shadowing, internships and/or apprenticeships
50. Tour places of employment and/or colleges

Suggested Transition Activities/Strategies for "Employment"

Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

1. Collect information regarding the student's desired employment and career interests for adult life beyond college and/or postsecondary vocational training
2. Work towards obtaining a license to become a _____
3. Meet with adult workers in the career field of _____
4. Participate in a career awareness program
5. Participate in a community-based career exploration program
6. Explore possible summer employment through the Summer Youth JTPA program
7. Meet with supported employment agencies to identify and evaluate their services
8. Participate in a supported employment job experience
9. Learn about employability skills and schedule a work experience
10. Learn about the county one-stop career centers
11. Obtain information and/or apply for youth apprenticeship program
12. Complete the online application for Vocational Rehabilitation
13. Schedule a visit with the local VR office to determine eligibility for services
14. Meet with a VR counselor to develop an Individualized Plan for Employment (IPE)
15. Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business
16. Learn more about the voucher for Ticket to Work (for SSI beneficiaries) and interview providers
17. Contact the state Commission for the Blind and Visually Impaired to obtain employment services
18. Register with Employment Services
19. Take the ASVAB
20. Visit the labor organization offices for a local union
21. Practice completing job applications and interviewing skills
22. Obtain a paid job in an area of interest
23. Conduct an informational interview with military branch officers
24. Memorize your Social Security number
25. Attend transition fair or career fair at school and/or in the community
26. Obtain a list of providers to VR who conduct person-centered planning, job development and placement, and job coaching
28. Draft resume, cover letters, and thank you notes for after interviews
29. Meet with a Job Corps counselor
30. Participate in job shadowing
31. Observe job site and develop a task analysis for job activities
32. Purchase clothes for job interviews
33. Meet with armed forces recruiter
34. Practice punctuality
35. Understand factors which influence job retention, dismissal, and promotion
36. Respond appropriately to verbal correction from others
37. Maintain a productive work rate
38. Follow directions without complaint
39. Maintain appropriate work habits when supervisor is not present
40. Demonstrate the skills necessary to perform successfully in a job interview

Resource for ND teachers adapted from *Revised Transition Services: Helping Educators, Parents and Other Stakeholders Understand: Postschool Outcomes,Course of Study and Coordinated Set of Activities by Ed O'Leary and Wendy Collison, 2009*

41. Accurately complete a job application
42. Have a variety of successful community-based work experience
43. Participate in chores at home
44. Visit possible employment sites
45. Volunteer in your community
46. Learn how to interview, write resumes, cover letters, and do a job search
47. Get a part-time job in your area of interest
48. Go on informational interviews with employers
49. Learn your strengths and skills
50. Demonstrate good attendance
51. Demonstrate appropriate hygiene and grooming
52. Recognize the need to eventually support himself/herself
53. Understand how work provides opportunity to develop personal relationships
54. Understand how work contributes to self-confidence
55. Understand how workers contribute to society
56. Understand a paycheck
57. Responds appropriately to authority figures
58. Develop skills to understand that some jobs do not require further education
59 . Develop an understanding of the relationship between specific jobs and the education required
60. Learn to access various resources for assistance in job searching: want ads, employment agencies, online resources
61. Skill training to develop the necessary interpersonal skills to work with others (good listening skills, good verbal communication skills)
62. Research interested careers

Suggested Transition Activities/Strategies for "Related Services"

Activities/strategies in this area should consider the current and projected related service needs of the student. This area of the statement of needed transition services is not for specifying the needed related services for the next school year. Related services for the coming school year should be addressed in another section of the IEP. Rather, the context of related services in this statement has to do with determining if the related service needs will continue beyond school, helping to identify who or what agency might provide those services, helping to identify how the student and parent can access those services and then connecting the student and parent to whomever will provide those services before the student leaves the school system. This type of planning, discussion, and identifying of activities/strategies should make the move from the school being one related service provider to another adult agency or service provider as seamless as possible for students and families.

1. Rehabilitation counseling
2. Orientation and mobility services
3. Develop linkages to adult agencies or providers
4. Develop a list of people, phone numbers, etc., who can be resources to you once you leave school. Keep this information in a safe place that you remember!
5. Apply at adult support agencies
6. Identify and visit community mental health agencies
7. Identify potential post school providers of related services and funding sources
8. Identify potential post school providers of recreation therapy or occupational therapy and potential funding sources
9. Visit potential post school providers of physical therapy
10. Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency
11. Engage in conversations using an augmentative communication device
12. Receive orientation and mobility training in place of employment
13. Learn about potential post school providers of speech therapy
14. Explore city/county transportation options
15. Apply for eligibility with the state division of Mental Health Services
16. Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA)
17. Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job
18. Identify possible sources of support for coping with difficult life situations
19. Obtain a driving capability assessment from _____
20. Interview and select an adult provider
21. Modify vehicle — explore options for modified transportation
22. Complete an assistive technology evaluation
23. Enroll in a delinquency prevention program
24. Obtain new equipment (wheelchair, seating, braces, Assistive Technology, etc.)
25. Line up audiological services for post school
26. Contact college/tech school to arrange for class interpreters
27. Include involvement of school health, social work services
28. Learn how to access interpreter services for college and/or employment settings
29. Explore options for service animal

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Suggested Transition Activities/Strategies for "Other Post School and Adult Living Objectives"

Activities/strategies listed in this area emphasize activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, planning for retirement, and accessing adult services such as Social Security.

1. Collect information regarding the student's desired residential life beyond high school and a residential postsecondary education setting
2. Make application for post secondary housing
3. Make applications to post secondary educational options
4. Apply for financial assistance to access post secondary training/learning options
5. Skill training for development of self confidence (i.e. communicates need for appropriate accommodations, practices self advocacy skills in a variety of settings, feels good about self)
6. Skill training for self awareness (i.e. understanding of physical self; identifies abilities, interests, areas of weakness; understands personal emotions; understands the implications of disability; understands and identifies personal goals)
7. Register to vote and learn about the election process
8. Register for selective service and learn about public service obligations/opportunities
9. Study for obtaining a driver's license
10. Obtain assistance to complete a tax return
11. Explore insurance issues/needs
12. Explore guardianship issues and estate planning
13. Apply for disability card for reduced fees with public transportation
14. Obtain assistance on management of financial resources and legal issues
15. Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations
16. Open a bank account and manage finances/budgets/bills
17. Apply for credit cards and manage personal debt
18. Apply for housing assistance (HUD)
19. Apply for consumer education on home buying and informed decision-making
20. Visit adult service providers in the community
21. Learn about expectations for eating in restaurants
22. Obtain information on managing personal health and fitness
23. Meet with a social worker to discuss interpersonal skill development
24. Plan for vacation/leisure activities
25. Learn about consumer skills, rights, and responsibilities
26. Join the local YMCA, YWCA, health club, or community recreation center
27. Learn about guardianship, supported decision making, and other alternatives

Suggested Transition Activities/Strategies for
"Acquisition of Daily Living Skills"

Daily living skills are those activities that adults do most every day. These can include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

1. Visit community agencies that provide daily living skills training to adults
2. Develop a contact list of agencies that provide residential supports in this county
3. Meet with and interview adults with disabilities and their families who are receiving residential supports
4. Register with the Department of Human Services
5. Contact a DHS case manager to be placed on the residential service waiting list
6. Visit/tour a variety of adult housing options with supports
7. Develop a network of informal supports (friends, neighbors, etc.)
8. Explore possible technology and adaptive assistance
9. Develop emergency procedures for use at home
10. Take courses in foods, family life, child development, and life management
11. Learn medication self-management
12. Select a primary care physician and dentist
13. Schedule and keep medical appointments
14. File taxes
15. Take childcare classes
16. Take a cooking class
17. Develop skills to know where and how to find post school housing
18. Sign up for utilities (gas, water, electric, telephone, cable, etc.)
19. Learn to operate a washer and dryer
20. Visit a local car dealer to determine whether to buy or lease a car
21. Prepare an initial housing budget (down payment, furniture, bath towels, cleansers, utilities, etc.)
22. Cost compare for household items (appliances, linens, etc.)
23. Meet with a doctor to discuss birth control/family planning options
24. Manage daily time schedule
25. Open a checking/savings account
26. Manage money and pay bills
27. Meet with a family financial planner
28. Listen to the weather forecast to plan daily/weekly outings
29. Develop a personal fitness routine
30. Obtain a bank ATM card
31. Visit a bank to discuss a car or school loan
32. Meet with a potential landlord
33. Investigate local insurance companies for automobile and rental or homeowner's insurance
34. Maintain a home or residence interior and exterior
35. Skill training to purchase food
36. Skill training to prepare meals
37. Skill training in purchasing clothing and learning how to care for clothes
38. Skill training to learn about the physical and personal care of children
39. Learn and practice decision-making skills
40. Learn time management skills
41. Skill training to care for personal toileting needs

43. Skill training to dress and undress self
44. Skill training to communicate personal information (i.e. name, address, gender, telephone number)
45. Skill training to prepare and serve foods that require little or no cooking
46. Skill training to demonstrates acceptable eating behaviors (i.e. uses utensils appropriately, chews with mouth shut, takes appropriate sized bites, uses napkin, practices good manners)
47. Skill training to dress appropriately for specific situations (i.e. weather, special events, casual, seasonal)
48. Skill training in maintaining a comfortable room temperature in the home (i.e. open and close windows, adjust a thermostat, open and close doors)
49. Skill training to chose and wear clothing appropriate in size, color, patter, and style
51. Skill training to demonstrate safety precautions in the home (i.e. use of locks, proper use of appliances)
52. Skill training to recognize when clothing repair is necessary and when to either mend the item or arrange for assistance
53. Skill training to develop an understanding of words found in the home environment (i.e. on appliances, on medicines, on recipes)
54. Skill training to act responsibly in caring for own and others' property
55. Skill training to prepare and serve simple foods that require cooking
56. Skill training to develop a neat appearance (i.e. hair style, proper use of make-up, appropriate shaving, clean clothing)
57. Skill training to maintain a clean body (i.e. bathe, use deodorant, brush teeth, care for menstrual needs, wash/dry hair)
58. Skill training to determine temperature by reading a thermometer
59. Learn to prepare and serve at least 3 simple meals which require little or no cooking
61. Training to demonstrate proper judgment in food storage
62. Skill training to learn how and when to seek medical/emergency assistance
63. Skill training on how to treat minor illnesses (i.e. headaches, nausea, fever, body aches)
64. Develop skills to perform light household maintenance (i.e. simple repairs, change light bulbs, unclog drain)
66. Demonstrate qualities of a good citizen (i.e. obeys rules and laws, shows consideration for others, respects the environment)
67. Develop a shopping list based on recognized household and personal needs
68. Skill training to develop an acceptable understanding of concepts related to sexual awareness
69. Skill training to sort, wash, dry, fold, and put away laundry
70. Skill training to performs basic first aid skills (i.e. treating cuts and burns, performing the Heimlich maneuver)
71. Skill training on measurement as it applies to everyday living
72. Develop skills related to using a cell phone (i.e. calling, texting, voicemail, apps, etc.)

Suggested Transition Activities/Strategies for
"Functional Vocational Assessment"

A functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal or informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, courses of study, and employment activities/strategies in the statement of needed transition services.

1. Complete a functional vocational evaluation
2. Produce observable work samples
3. Complete an interest/aptitude survey
4. Complete ASVAB
5. Teacher and parents/guardians complete an Enderle-Severson Transition Rating Scale
6. Complete a non-verbal picture career interest inventory
7. Complete an application to VR
8. Participate in a variety of community-based work assessments
9. Other _____