The items listed in this document are to help with identifying transition goals to use when writing transition plans, and this list is not comprehensive. Each transition plan should reflect the need and preference of the individual.
Transition Activities to consider:

**Education/Training** (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

- Complete learning style inventories to identify learning strengths.
- Register for courses offered for dual enrollment.
- Research the requirements to participate in dual enrollment.
- Use assistive technology to help with completing assignments.
- Use assistive technology to take notes in class.
- Offer suggestions and complete work during group projects.
- Assist group members during cooperative learning activities.
- Attend local ACT/SAT workshops to prepare for the test.
- Apply for accommodations for the ACT/ SAT.
- Research fee waivers for SAT & ACT.
- Complete assignments in a timely manner.
- Attend tutoring when grades fall below 70%.
- Seek assistance when he/she does not understand a task.
- Write/type assignments or projects due dates using a calendar on a mobile device or a paper calendar.
- Complete End of Course Assessments or Student Learning Objectives with documented accommodations.
- Respond on topic during class discussion.
- Develop a schedule to manage time when preparing for tests or quizzes.
- Participate in remediation opportunities in classes he/she is having difficulties.
- Write personal information on forms/applications using a computer/written documents.
- Identify name, address, and age, date of birth, telephone number, and emergency contact.
- Develop a portfolio of educational accomplishments such as honors, awards, personal information, and educational accomplishments.
- Use assistive technology to aid with reading, written expression, and taking notes.
- Use pictorial communication to answer comprehension question.
- Ask teachers for missed assignments upon returning from being absent.
- Identify 20 functional academic words used in the community.
Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

- Identify job accommodations needed to perform job duties.
- Identify three job shadowing opportunities in order to observe the work setting and job responsibilities of *insert career choice*.
- Identify internship, volunteer, apprenticeship opportunities to obtain employability skills and on-the-job training in *list chosen career*.
- Participate in work based learning activities and demonstrate punctuality, attendance, appropriate appearance, a positive attitude, use of initiative, work habits and quality of work.
- Set appointment with work-based learning instructor to identify criteria to enroll in the work based learning program.
- Demonstrate soft skills (communication skills, interpersonal skills, decision-making skills, lifelong learning skills) during Community Based Vocational Instruction.
- Attend soft skills workshops offered at the school/ in the community.
- Participate in different jobsites during Community Based Vocational Instruction.
- Complete vocational training in a variety of job sites within the community.
- Follow one/two-step verbal instruction to complete job task.
- Follow one/two-step written instruction to complete job task.
- Complete an on-line job application.
- Use personal information to complete job applications.
- Practice job interviewing skills during a mock interview.
- Research three companies in his/her community who are hiring through the use of career websites and identify positions of interest (replace position of interest with identified career goal).
- Visit the local Department of Labor to identify job openings.
- Create a resume for a specific position and document his/her skills, abilities and experience that meet the minimum qualifications for the position as outlined in the job announcement.
- Review job announcements and highlight the qualifications he/she is required to have to perform the job.
- Register for three career technical courses/ advance placement courses in order to complete the Career Pathway.
- List classes and activities he/she plans to enroll in high school that relate to his/her career interests.
- Practice interview skills during a mock interview.
- Research three companies in his/her community who are hiring through the use of career websites and identify positions of interest (replace position of interest with identified career goal).
- Visit the local Department of Labor to identify job openings.
- Create a resume for a specific position and document his/her skills, abilities and experience that meet the minimum qualifications for the position as outlined in the job announcement.
- Review job announcements and highlight the qualifications he/she is required to have to perform the job.
- Register for three career technical courses/advance placement courses in order to complete the Career Pathway.
- List classes and activities he/she plans to enroll in high school that relate to his/her career interests.
- Request transcript from the Counseling Office to be sent to post-secondary school of choice.
- Use GaCollege411.org to complete admission application to three colleges in Georgia.
- Use GaCollege411.org to obtain admission requirements of three colleges that have list the chosen career major.
- Use GACollege411.org to obtain skills and requirements needed to perform the job duties of list the chosen career.
- Complete FASFA application for financial aid assistance.
- Research scholarships, identify the eligibility criteria of the scholarship, and apply for two scholarships.
- Attend a job fair in his/her local community.
- Research financial assistance available with DDBH services (Medicaid waiver) to pay for pre-vocational training after high school.
- Identify and ask people for their willingness to be vocational/personal references for a job application or resume.
- Tour day habitation programs to determine the best services to provide vocational training.
- Research Supplemental Income criteria and work incentives.
- Contact a military recruiter to discuss the criteria to enlist in the military.
- Study for the ASVAB test using study guides or sample questions on the internet.
- Work collaboratively with a coworker to complete a job task.
- Assemble items using written instructions.
- Follow a work schedule.
Contact employer when he/she is unable to attend his part-time job, internship, or work-based placement (due to personal illness, death of family member, or jury duty).

Ask for assistance when he/she does not understand how to complete a job task.

Search career websites (or classified section in the newspaper) to determine the need for list the occupation of your choice in the Georgia area.

Identify clothing or attire to wear for a job interview.

Organize a portfolio of work experiences, certifications, and references.

Assemble items using a pictorial model.

Community Participation (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.))

Choose food item from a menu.

Identify two transportation options he/she can use to get to and from work and appointments.

Use a Global Positioning System (GPS) navigation system to locate destination.

Use a map to locate destination.

Initiate contact with two friends to organize a social or recreational outing.

Register for Selective Service (males).

Register to vote.

Identify voting precinct.

Participate in the next election.

Request accommodations while voting in the next election (large print, reading assistance, etc.).

Research the different types of guardianship.

Seek assistance in understanding the various types of guardianships in Georgia.

Seek assistance in understanding special needs trust.

Tour three day habilitation programs to identify social integration opportunities.

Research/Identify Special Olympic dates.

Participate in Special Olympics.

Identify support groups or family events to participate in the community.

Volunteer at a local food bank.

Participate in a 5k run.

Identify a movie and the scheduled time of the movie at a local theater (can write an activity for attending a concert, church function, dance, or etc...).
➢ Shop at a clothing store for outfits/ garments to wear in the Summer, Spring, Winter, and Fall seasons.
➢ Obtain the required documents to obtain a Georgia Identification Card.
➢ Demonstrate pedestrian safety when crossing the street or walking in the parking lot.
➢ Obtain information on applying for a disability tag.
➢ Identify three restaurants in the community that have your favorite foods.
➢ Use a telephone book or white pages on the internet to locate places in the community.
➢ Obtain driver’s license.
➢ Obtain driver’s permit.
➢ Wait for receipt.
➢ Count return change when purchasing an item.
➢ Research/ Attend sporting events.
➢ Join a local gym.
➢ Use a visual directory to locate stores in the community.
➢ Research vehicle modifications such as wheel chair lift.
➢ Complete attendance form with designated school personnel.
➢ Practice driving a car with an adult.
➢ Study the rules and road signs to prepare for driver’s license.

**Adult Living Skills & Post School Options** (Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.))

➢ Use assistive technology to communicate wants and needs (augmentative/alternative communication systems).
➢ Use assistive technology to seek assistance (augmentative/alternative communication systems).
➢ Use assistive technology to signal completion, gain attention, and make request for leisure activities.
➢ Use assistive technology to protest to show preferences.
➢ Lead his or her own transition/IEP planning meeting.
➢ Introduce committee members at IEP meetings.
➢ Develop a list of committee members to invite to the next IEP meeting.
➢ Identify two strengths and two weaknesses to discuss at the IEP meeting.
➢ Develop a portfolio or visual aid to use at the next IEP meeting.
- Create a personal budget based on cost of living in their community using Reality Check or a budget.
- Purchase items independently.
- Obtain a checking account.
- Write withdrawals/deposits in checkbook.
- Identify correct currency to purchase item of choice.
- Use household safety skills (by locking doors, identify emergency contact numbers such as 911).
- Answer telephone or request person by stating may I speak to….
- Use alarm clock.
- Follow a routine schedule.
- Use coupons to purchase items.
- Make a list before shopping at the grocery store.
- Shop using a grocery list - locates items in a grocery store.
- Identify items that are the better price (comparative pricing).
- Obtain W2s from employers and complete or with assistance from a tax preparation office income tax forms each year.
- Tour day habitation programs to determine the best services to provide social integration.
- Participate in the self-determination program - Active Student Participation Inspires Real Engagement (ASPIRE).
- Participate in Making Action Plans by discussing his/her dream, contribution, and action plan.
- Identify participants to invite when preparing for the Making Action Planning or Planning Alternative Tomorrows with Hope plans.
- Purchase refreshments for a social event.
- Pay bills using a budget.
- Listen and respond on topic during a conversation.
- Use a credit card or debit card to purchase an item.
- Maintain personal space when talking to others.
- Meet with the Disability Coordinator (technical college, 2 or 4 year college, or university) to discuss documentation needed to obtain reasonable accommodations at the post-secondary level.
- Identify the Disability Coordinator at the post-secondary school.
- Attend financial planning workshops held in the community.
- Practice money management skills by keeping a log biweekly of allowances and daily expenditures.
- Research benefits of special needs trust.
**Related Services** (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.)

- Occupational Therapy, Physical Therapy, Speech Therapy, Mobility Specialist, and Interpreters.
- With assistance from an adult identify two Respite Care providers in the community.
- Attend a tour at Roosevelt Warm Springs.
- Research services/identify location of the Vocational Rehabilitation office.
- Meet with Vocational Rehabilitation Counselor to discuss services and referral process.
- Arrive to the appointments with VR counselor on time (same with doctor’s appointments/ any other scheduled appointments).
- Reschedule appointments if unable to attend (same with doctor’s appointments, beautician, or any other appointments).
- Research and complete long-term financial support such as Source, Family Support Funding, New Options Waiver and Comprehensive Supports Waiver (Now& COMP waivers).
- Identify financial resources available to pay for assistive technology.
- Tour residential treatment facilities.
- Contact Georgia Legal Aid/ Georgia Advocacy groups to assist with legal concerns.
- Contact Benefits Navigator to understand the disability criteria and financial eligibility for social security income, social security disability insurance.
- Research/ obtain information on the Katie Beckett Program (federal funding for individuals under the age of 18).
- Research/ obtain documents to complete applications for federal funded waivers program provided by the Georgia Department of Behavioral Health and Developmental Disabilities services.
- Research the different types of guardianships options in Georgia.
- Research residential treatment facilities.

**Daily Living Skills** (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)

- Hygiene skills (dressing, bathing, shaving, toileting).
- Research/ Apply for funding resources available for assistive technology, medical equipment, and adapted equipment.
- Safely use kitchen appliances (with/ without adult assistance).
- Take prescribe medications following a schedule.
- Request refills on medication in advance.
- Identify the address of local pharmacy.
- Research/ Schedule routine check-ups (preventive care, dental, vision, etc.).
- Prepare snacks/meals using a microwave or oven.
- Cook item using a stovetop oven.
- Brush teeth daily.
- Perform personal hygiene tasks such as washing hair, blow drying hair, and curling hair.
- Dress himself/herself according to the weather outside.
- Complete three chores to maintain a household (with assistance/ without assistance) such as use the vacuum, cleaner, sweeping, dusting, clean dishes, clean tub, clean oven, clean microwave, and clean refrigerator.
- Use a needle and thread to sew a button on clothing items (such as pants, shirts, and jacket).
- Locate a laundry mat located in the community or on a college campus.
- Separate clothes when doing laundry (delicate, dry cleaning, whites, color clothing).
- Pick up trash or take out trash and put it in the garbage bin.
- List/Use general adapted equipment (TDD for hearing impaired, mobility specialist, braille labels, dressing aids, etc.).
- Complete food preparation using a checklist.
- Prepare food using a recipe, written or verbal instructions.
- Follow written or verbal instructions when preparing a snack.
- Develop a list of personal hygiene items to purchase from the store.