

LIVING RESOURCES & TOOLS

The team will use the transition evaluation results to determine supports the student will need to be prepared for their Post Secondary Expectations in Living.

When a need has been identified, the IEP team should determine how to best address that need through the IEP.

- The type of supports will depend upon the intensity of the need
 - Services
 - Goal and Specially Designed Instruction
 - Activities and Supports
 - General Education courses/activities
 - Accommodations
 - Modifications
 - Linkages

Services: Services that are described as a regular, purposeful, ongoing set of actions delivered to or on behalf of a student over time. Services are regular – “regular” means scheduled and occurring monthly or more often. Services are ongoing – “ongoing” means for the duration of the IEP.

Goal and Specially Designed Instruction (SDI): Example Goal: Student will complete a daily living task with 90% accuracy, with 2 or fewer prompts, when provided instruction. Example: daily hygiene - hand washing.

Example SDI: daily instruction and picture/word schedules to complete the individual steps of handwashing.

Activities and Supports: Activities and supports are events, tasks or things provided to or on behalf of an eligible individual in order for the individual to take advantage of, or respond to, educational programs and opportunities. Activities and supports are less regular or systematic than services and do not require an ongoing designation of minutes in settings or monitoring of progress towards goal attainment.

Example: The student needs a reminder a few times per year to wash hands after using the restroom.

General Education Courses or Activities: Additional courses that are not already included in the graduation requirements and are necessary for the student to pursue their postsecondary expectations. This includes activities that the student needs to accomplish in order to pursue their postsecondary expectations. Consider general education offerings that provide instruction/support that would meet the student’s identified need.

Examples: Personal Finance, Independent Living, Family & Consumer Science.

Accommodations: Supports provided to help a student access settings, opportunities and the general curriculum and validly demonstrate learning.

Examples: Teacher prepared notes; peer readers; extended testing time; occasional adult assistance (**Note:** ongoing adult assistance is a “Service” not an “Activity or Support”)

Modifications: Changes made to the context and performance standards for students with disabilities. Examples: extensions of district standards and benchmarks, modifications in performance expectations in general education classes, modified requirements for earning credits

Linkages: A statement of interagency responsibility or linkages required for a student to receive FAPE during transition to post secondary life.

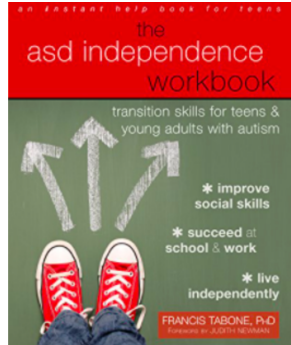
Examples: activities that secure commitments from work experience sites, DVRS responsibilities, application processes for post-high school living, working, education, training

**Definitions obtained from [Special-Education-Services-and-Activities-i3-3.pdf](#)

Areas that Impact Living	Definition	Questions/Considerations	Resources
Recreation/Leisure	Associated with individual choice and the participation in activities that are satisfying and preferred in home, school, and community environments.	How will the student's disability affect his/her ability to engage in recreational activities?	Leisure Time & Recreational Skills Youthhood Interactive website set up like a community neighborhood. This site has students explore school, job, community, government, and health centers in the neighborhood to enhance their skills in preparing for life as an adult.

Health/Fitness	Health literacy, considered a 21st Century theme by the Partnership for 21st Century Skills, is, “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions” (Nielsen-Bohlman, 2004) - Iowa Core Document	Does the student know how to access healthcare related to his/her needs?	Children’s Behavioral Health Services Asset Map SEIL Child Behavioral Health Service Provider Directory SEIL Kids Health in the Classroom KidsHealth in the Classroom offers educators free health-related lesson plans for all grades and subject areas. Transition to Adult Health Care Managing My Health Care: Self Assessment and Resources for Youth Health and Wellness Apps for Transition Age Youth A Family Toolkit: Pediatric to Adult Health Care Transition Transition to Adulthood Center for Research (Transitions ACR)
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Financial Literacy	An individual needs to understand the basics of money management, and use financial resources appropriately to function well in society at a personal, professional, business and community level. Financial literacy, however, is about empowerment, the ability "...to access, manage, integrate, evaluate, and create information in order to function in a knowledge society..." (ICT Literacy Panel, 2002) - Iowa Core Document	Is the student able to learn the skills needed to create a budget, track spending, pay off debt and effectively planning for the future?	Ticket To Work: Social Security Disability Benefit Planning Financial Literacy for Everyone - Practical Money Skills: Lesson Plans EVERFI – Financial Literacy Finances 101 – The Game – Walk the walk. Talk the Talk. Teachers Teaching kids about money and money management BizKids Teachers Page GPAEA Media Library Resources Apps to Help Young Adults with Disabilities Learn About and Manage Their Money Cents and Sensibility FDIC: Money Smart for Young People Luck & Loot - Resources to Teach Financial Literacy
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Daily Living/Self-Care/Hygiene	Focuses on basic skills that increase the ability for students to become proficient at taking care of their own everyday needs.	What level of support will the student need to live in the community? Is the student able to take care of their own personal hygiene?	Teachtown Transition to Adulthood Curriculum Community Resources: First Resources, Case Management See GPAEA Adaptive Behavior Kit Task Analysis Information (explanation for instruction) Autism Speaks Transition Tool Kit  Transitions to Adulthood Center: whose mission is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. A Life 4 Me - Video Exploration - This site is intended to help you
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			explore how to create connections in your community to meet people, plan places to live, work and volunteer during and after high school, and learn about services. ISTLC Voter Rights & Individuals With Disabilities - click "Tools & Resources" My "Must Have" Papers: Managing the Paperwork of Adulthood
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Mobility	Moving around in the community and using public or private transportation	Does the student have their driver's license? If not, what supports are needed to help them obtain their permit/license? Does the student know the various options for moving about in the community? What accommodations are allowable when taking the driver's permit test? Is there a need for instruction or exposure while in high school to prepare for mobility needs?	DMV Driver's License Practice Test Online Visit the local DMV office for additional information Driver's Practice Test The Mobility Resource
Personal Safety	The condition or state of being safe; freedom from danger or hazard; exemption from hurt, injury, or loss	Is the student able to identify who and how to contact emergency personnel?	Teach how to locate emergency contact information Self-Determination/ Self-Advocacy Mental Health Resources Iowa AEA Mental Health

TRANSITION GUIDING RESOURCES

Living: Instructional Planning Tool (Diagnose, Design, Deliver Tools)

NTACT:C Predictors of Post School Success

Iowa Community Resources: A Guide For Individuals With Disabilities, Their Families, Guardians, and Friends

Supported Decision Making

Guideposts for Success 2019: National Collaborative on Workforce and Disability for Youth

<http://www.ncwd-youth.info/wp-content/uploads/2019/07/Guideposts-for-Success-2.0.pdf>

GPAEA Secondary Transition

<https://www.gpaea.org/students/special-education-transition/>

Iowa Core 21st Century Skills

<https://iowacore.gov/iowa-core/subject/21st-century-skills>

Iowa Department of Education - Secondary Transition

Topics include: Graduation Changes (4-3-3-3), 4+ Services, Age of Majority, WIOA

<https://educateiowa.gov/pk-12/special-education/special-education-programs-and-services/secondary-transition>

- **R2L Support for Secondary Transition**
- **R2L FAQ on Providing IDEA Work-Based Learning During the COVID 19 Pandemic**

Iowa Secondary Transition Learning Community (ISTLC)

Topics include: Postsecondary Summary Resources, Professional learning archive

<https://sites.google.com/view/iowa-secondary-transition/home>

NCWD Guideposts for Success

<http://www.ncwd-youth.info/guideposts>

NCWD Guiding Your Success Tool

<http://www.ncwd-youth.info/guiding-your-success>

Families and College and Career Readiness What Schools Can Do to Engage Families

<http://www.ncwd-youth.info/families-and-college-and-career-readiness>

Transition Iowa (update Fall 2020 by ASK Resources)

<http://www.transitioniowa.org/>

National Center on Secondary Education and Transition

<http://www.ncset.org/>

NTACT: C - National Technical Assistance Center on Transition: The Collaborative

<https://transitionta.org/>

Transition Coalition

<https://transitioncoalition.org/>

College & Career Readiness & Success Center: Predictors of Postsecondary Success

<https://ccrscenter.org/>

http://www.ccrscenter.org/sites/default/files/CCRS%20Center_Predictors%20of%20Postsecondary%20Success_final_0.pdf

Heath Resource Center at the National Youth Transitions Center

<https://www.heath.gwu.edu/>

PACER's National Parent Center on Transition and Employment

<https://www.pacer.org/transition/>

The Path to Independence: Mobile Apps to Support Transition-Age Youth

<http://www.pacer.org/transition/resource-library/publications/NPC-59.pdf>

A Transition Guide To Postsecondary Education And Employment For Students And Youth With Disabilities - OSERS U.S. Dept of Education

<https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-august-2020.pdf>

Iowa Compass Center for Disabilities and Development connects people with disabilities and complex health-related needs to services and supports in their communities throughout Iowa. Search services and resources available per Iowa counties or zip codes.

<https://iowacompass.org/>

INSTRUCTIONAL EXAMPLES

Lesson plan template:

<https://docs.google.com/document/d/1RH-Sqf5J6dius9GW7ZaPjUX3Yrxuq2mwhDmFP8127c/edit>

Sample Lesson Plan*: Financial Literacy

https://docs.google.com/document/d/1AMNKGbqIFkdHJhHDFGqZMHAdAI1KZHAZP3fms4_tlaE/edit

Task analysis guiding document:

<https://docs.google.com/document/d/1qX6qTW8XuLORjs2S4s27MdURZeLRXc-Zqi8vrwN7cQw/edit>

Task analysis template with examples:

<https://docs.google.com/document/d/1GSYZopZF2xgA4cq2vQPM1FboaA8R-qHFb3v7H1mgsw0/edit>

***See GPAEA Adaptive Behavior Kit for specific lesson plan examples, such as Menu Math, etc.**

