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| EXAMPLES  |
|  | **TRANSITION SERVICE: INSTRUCTION (EDUCATION/TRAINING)**  |  |
| **The case manager will** assist Brian in researching the eligibility requirements and services provided by the college disability access center. **Brian’s parents will** take him to tour the college, including the access center. **The special education teacher will** provide instruction and modeling in how to advocate for his learning needs in college courses.  |
| **The general education teacher will** provide direct instruction in reading comprehension and written expression to Marty. **The special education teacher will** provide sample Accuplacer questions in order to help him successfully score above 70 in arithmetic and above 77 in reading comprehension, the scores needed to enter the auto body program without remediation. **The case manager will** provide Marty with support in organization to include daily planner checks and creation of a filing system to track work assignments and completion.  |
|  | **TRANSITION SERVICE: RELATED SERVICES**  |  |
| **The occupational therapist will** provide modeling and direct instruction in self-help activities, to include teeth and hair brushing and self-feeding, to help facilitate semi-independent living.  |
| **The school psychologist**, as part of the weekly anger management group, **will** provide the student with opportunities to learn and practice conflict resolution, coping strategies for managing frustration and stress, and impulsivity control, to support the student to be successful in the college classroom and the workplace.  |
|  | **TRANSITION SERVICE: COMMUNITY EXPERIENCES**  |  |
|  | **The case manager will** provide Emily with practice in learning how to locate transportation resources and learn transportation routes to and from an automotive training school**. The transition specialist will** provide Emily with job shadow experiences in the community.  |  |
|  | **The transition specialist will** provide instruction and modeling in community access skills to include grocery shopping, public transit skills training, and using the community recreation center.  |  |
|  | **TRANSITION SERVICE: EMPLOYMENT/ADULT LIVING**  |  |
| **The consumer math teacher will** provide direct instruction in real world application of practical math skills, including creating a budget, understanding taxes, balancing a checking account, and determining interest charges on credit cards in order to live independently in the community.  |
| **The special education teacher will** provide Chris with activities to explore training options as a veterinary technician. Chris has been found eligible for DVR/SWAP services. **The SWAP staff will** work with Chris to further explore jobs working with animals, provide assistance with applications and resumes, and practice interviewing skills.  |
|  | **TRANSITION SERVICE: DAILY LIVING**  |  |
| **The Family Studies class teacher will** provide instruction in budgeting and health and safety issues in the home and community. **The family will** work with the special education teacher to create a system in the home where Cecile practices budgeting for specific household needs, cooking meals, using safety precautions, and being aware of strangers.  |
| **The special education teacher will** provide modeling and/or direct instruction in following a hygiene routine (brushing teeth, hair, washing hands, etc.) and table manners (using utensils, a napkin, etc) to learn the skills to live in an assisted living environment.  |