

# Grade Level Transition Activities

## Students with Cognitive Challenges

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

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### Instruction

**ACTIVITIES:** Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
  - participate in IEP meeting by communication preferences with a “yes” or “no”
  - communicate with adults using head gestures such as nodding for “yes” and shaking for “no”
  - clearly express preferences in class and social situations
  
2. Student will gain career skills. Student will be able to...
  - orally recall personal data including complete name, home, address and phone number
  - write full name in signature form
  - recognize numbers and signs to the restroom or offices at school
  - identify and demonstrate an understanding of community signs such as a stop sign, restroom, telephone, etc.
  - demonstrate skills in simple cooking and shopping
  - work steadily when given a repetitive task
  
3. Student will become aware in various careers. Student will be able to...
  - participate in field trips, career fairs and/or agency fairs
  - perform situational assessment at a training site
  - develop independent work skills at a training site

### Community Experience and Post School Living

**ACTIVITIES:** Select #1 “Develop awareness of community services and employment options.”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores such as...
- participate in social/recreational activities such as... (bowling, etc.)
- participate in after school activities such as... (sports, clubs, etc.)
- identify “community helpers” versus strangers
- walk to nearby community sites (such as market, post office) with family
- locate and utilize local public transportation
- participate in field trips and/or career fairs
- with family support, identify preferences for post-school options and post school living choices at an agency fair or in the community
- with family support, identify, apply and utilize support agencies, resources and post-school living options in school and community
- with family support, identify and tour appropriate post-school programs
- with family support, participate in community volunteer activities

- participate in a supported employment work based learning experience

## **Post School Education and Employment**

**OUTCOMES:** Select all possible outcomes for each student.

**Services to Support the OUTCOMES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
  - participate in IEP meeting by communicating preferences with “yes” or “no”
  - communicate with adults using head gestures such as nodding for “yes” and shaking for “no”
  - clearly express preference in a school, social or work situation actively participate in their IEP meeting by...
2. Student will gain career skills. Student will be able to...
  - orally recall personal data including name, home address and phone number
  - write full name in signature form
  - identify and label coins and bills by name and numerical value
  - recognize numbers and signs to the restroom and offices at school
  - identify and demonstrate an understanding of community signs such as a stop sign, restroom, telephone, etc.
  - demonstrate skills in simple cooking and shopping
  - work steadily when given and repetitive task
  - increase a one task assignment to learn a two to three step task
  - acquire 2-4 independent work skills at school
3. Student will become aware of various careers. Student will be able to...
  - participate in field trips, career fair and/or an agency fair
  - perform situational assessment at a training site
  - work at a designated site at school (cafeteria, library, bookroom, etc.)
  - develop independent work skills at a training site
  - work with supervision at a supportive employment site

\*Adapted from

*Grade Level Competencies: Transition to Adult Living*  
California Department of Education, 2001