

Transition Plans for Students with Autism: A Recipe for Success

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Transition Planning Recipe

Prep time: 18-21 years **Cook time:** 4-7 years

Recipe Description: Each transition plan should achieve the outcome-focused, individualized goals set for that student.

Ingredients

- Person centered planning
- Transition timelines
- Backwards planning
- Age Appropriate Transition Assessment (AATA)
- Related Services
- School based experiences
- Community based experiences
- Employment Services
- Disability Services

Directions

Gather together the student, members of the interdisciplinary team, family, interagency team, and community partners and collaborate to create a personalized, outcome-focused, goal driven, transition plan using the ingredients listed. Once a plan is in place, begin working on the plan and update it at least annually. Repeat these steps until the student graduates.

Tip: For greater success, begin discussing transition and implementing transition based curriculum and practices into early childhood education and home life.



Transition Review

- In Ohio, the formal transition process begins at age 14 and concludes when the student graduates.
- Students, families, and IEP teams should be working towards transition goals and thinking about post-school outcomes throughout the student's entire school career.

Person-Centered Planning

Student focused and student driven

Preferences

Interests

Needs

Strengths

PINS

PERSON-CENTERED THINKING

Preferences

- Who I choose to spend time with
- What I choose to do during my free time
- How I prefer to receive information
- How I prefer to communicate
- Preference for working alone. Alone? With 1 person? Groups?
- Environmental preference Open? Private? Active? Quiet?

Interests

- What fascinates me
- What gains my attention
- What is meaningful to me
- What is motivating/reinforcing to me.
- Hobbies or collections
- Favorite things, people, places, etc.
- What I like to do around the house

Skills/ Strengths

- Talents, gifts, abilities
- What I am good at doing
- When I am most independent
- What helps me to be successful
- My skill set for learning

Needs

- What challenges me
- What requires help
- What is difficult for me
- When I request assistance
- What helps me feel most comfortable or safe
- 'Needs' that currently require another person to be present

Employment First

Initiative that is “centered on the premise that all citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life.”

<https://www.dol.gov/odep/topics/employmentfirst.htm>

Ohio Employment First Transition Framework



- **Person-centered.** The youth is where the team efforts begin and end. Policies and practices must be flexible enough to respond to individual strengths and needs.
- **Agency-neutral.** As agencies come together to collaborate, activity should occur in a manner where all involved see value for the youth and no single agency policies or procedures are considered the priority.
- **Outcome-focused.** The common focus of the collaborative efforts are the meaningful adult life outcomes.

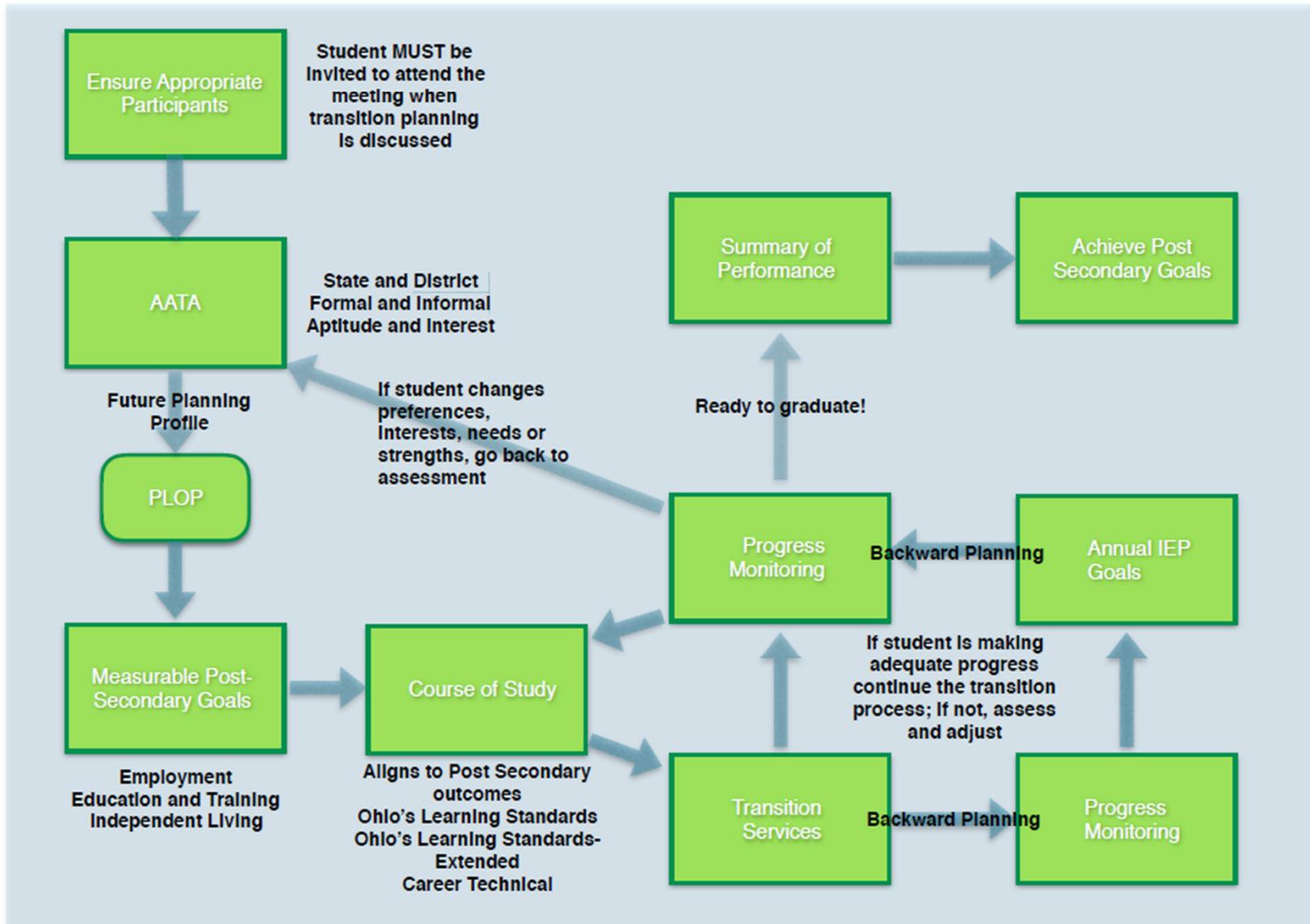
https://ohioemploymentfirst.org/view.php?nav_id=26

Future Planning Statement

TEAM STATEMENT

SECONDARY TRANSITION PLANNING PROCESS

For students aged 14, or younger if appropriate, a transition plan must be developed that includes appropriate measurable post-secondary goals related to training, education, employment and, when appropriate, independent living skills



Not created by me, this was presented at an Ohio Educational Service Center State Support Team meeting

Timelines for Transition Planning



Primary Level - Grades 1-5

Goals: Develop leisure, household, and work interests and sense of responsibility

Objectives:

1. To develop positive work habits
2. To appreciate all types of work
3. To develop disability awareness

Possible Activity Areas:

- inclusive activities
- responsibility activities
- work sample activities
- career field trips
- discussions about work
- discussions of interests and aptitudes
- exploration of technology
- decision-making and problem solving activities



Middle School - Grades 6-8

Goals: Identify career interests and courses of study for high school

Objectives:

1. To understand interests, aptitudes, and preference
2. To understand work, education, independent living and community options
3. To identify desired courses of study in high school

Required:

- ★ Statement of transition service needs relative to desired high school courses of study by age 14

Recommended:

- ★ Career Assessment
- ★ Individual Career Plan

Possible Activity Areas:

- visits to vocational and technical schools
- complete interest inventories
- functional vocational assessment
- career fairs

- survey transition needs and preferences
- employability assessment
- daily living skills classes
- money and budgeting
- job shadowing
- career guidance
- self-determination and advocacy training
- training in use of disability technology
- computer training
- mobility training
- counseling
- employability skills training
- decision-making & problem solving activities



High School - Grades 9-10

Goals: Explore work, postsecondary education, independent living, and leisure options

Objectives:

1. To develop meaningful realistic goals
2. To develop work, education, residential, and community participation skills
3. To learn to manage disability and request accommodations

Required:

- ★ Statement of needed transition services relative to the student's postsecondary goals by age 16

Recommended:

- ★ Career Portfolio

Possible Activity Areas:

- technology assessment
- update transition goals
- self-determination training
- life skills education
- vocational education
- volunteering
- placement in advanced classes
- informational interviews
- job shadowing
- work experiences



High School - Grades 11 and up

Goals: Obtain work, postsecondary education, residential, and leisure options

Objectives:

1. To secure options for postsecondary education and/or employment
2. To develop residential and community participation supports and contacts
3. To develop linkages with adult services

Possible Activity Areas:

- student-directed review of IEP/transition plans
- individual career planning
- self-determination training
- apply for adult services
- apply for postsecondary education
- financial planning
- visit relevant postsecondary environments
- develop job seeking skills
- job placements
- community memberships
- transfer transition coordination
- develop follow up supports
- transfer transition plan to family or adult services

Career Connections Framework

- Kindergarten and up

<http://education.ohio.gov/Topics/Career-Tech/Career-Connections>



Career Awareness

Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

- » Workplace visits with career interviews
- » [Career connections learning strategies](#)
- » Classroom career speakers
- » Introduction to Ohio career fields and pathways

Career Exploration

Middle Grades (6-8)

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and

- postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.
- » Advanced academic and technical education
- » Student Success Plan
- » [Career connections learning strategies](#)
- » Workplace visits with career interviews
- » Career courses
- » Career mentorships
- » Career research
- » Service learning
- » Career-tech student organizations
- » [OhioMeansJobs K-12](#)
- » [Career pathways](#)

Career Planning

High School (9-12)

Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life.

- » Advanced academic and technical education
- » [College Credit Plus](#)
- » Career academies
- » [Career connections learning strategies](#)
- » [Career pathways](#)
- » Career-tech student organizations
- » [Industry-recognized credentials](#)
- » Student Success Plan
- » Internships
- » Career mentorships
- » [Pre-apprenticeship programs](#)
- » Part-time work
- » Service learning
- » [Cooperative education programs](#)
- » [OhioMeansJobs K-12](#)

Career Awareness

Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

Career Exploration

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Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

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Transition Education and Services from Birth to Adult for Individuals with Disabilities: Research and Data Connections for Success

Taxonomy area	Early Intervention (B-2)	Preschool (3-5)	K	3 rd	Middle School	High School	Post-School (adult)
Student-focused Planning	Individual Family Service Plan → Individual Education Planning → Student Participation in IEP → Participant-led /PCP						
Student Development	Natural Environments → Inclusion in school → Inclusion in Community						
	Enriched Language		Academic Skills				
	Early Knowledge and Skills						
	Social Competence			Life, Social, and Emotional Skills			
	Self-awareness			Self-advocacy		Self-determination	
	Related Services		Related Student Services			Adult Services	
Family Engagement	Family Partnerships				Family Involvement		
	Family Competence				Family Preparation		
	Family Confidence			Family Empowerment			
Interagency Collaboration	Transdisciplinary Teaming				Collaborative Service Delivery		
Program Structures	High Quality Personnel		Highly Qualified Teacher		Degreed Providers		
	Data Driven Decision Making						
	Culturally Relevant Programs and Practices						
Federal Mandates	IDEA Part C	IDEA Part B	IDEA Part B, WIOA		ADA, Higher Ed Act, Rehab Act, WIOA		
Known Outcomes	<ul style="list-style-type: none"> • Early Knowledge and Skills • Enriched Language • Social Relationships • Taking Action to Meet Needs 	<ul style="list-style-type: none"> • School Ready • Reading • Math • Attendance • Self-awareness • Less Behavior Issues • Less Suspension/Expulsion 	<ul style="list-style-type: none"> • Higher Test Scores • Higher Graduation Rates • Better Attendance • Self-determination • Less Behavior Issues • Less Suspension/Expulsion • Less Teen Pregnancy 	<ul style="list-style-type: none"> • College Attendance • Employment • Higher Wages • Better Health • Social Activity Engagement • Community Engagement • Less Arrests for Violent Crimes 			
Known Predictors	Enriched Language Predicts 3 rd Grade Reading Predicts High School Graduation Predicts Employment, Education, & Independent Living						

This document created in partnership with the Early Childhood Technical Assistance Center (ECTA)

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Backwards Planning

- Big picture
- Begin with looking at the distant future
- Then look at the present
- Next, fill in the gaps and create small attainable goals
- Finally, implement the plan and review annually or more frequently

Backwards Planning

Ask these questions when getting started:

- Where do they need to be?
- Where are they now?
- How do we help them get to where they need to be?

1. Meaningful Life Goal(s) (Goals are not 'Services' or 'Locations'): Examples: Employment. Community Participation. Lifelong Learning. Independence in Home						
2. Create a Person Centered Profile	3. Identify Priority Skills: What are the Needed Skills?	4. Identify Current Skills: Where is the Person Now?	5. What Are the Person's Needs?	Surface and Define Questions throughout the Conversation (Ongoing)	6. Discuss the Nature of the Needed Service and Support	7. Identify Who Can Provide the Needed Services and Support
<p>To Begin Person Centered Planning</p> <ul style="list-style-type: none"> ❖ Preferences ❖ Interests ❖ Strengths/Skills ❖ Needs 	<p>To achieve the desired goals or outcomes</p> <p>Identify the Essential Skills, Knowledge, and Connections associated with or necessary to achieve the goal.</p> <p>Identify the 'Gap'</p> <p>Identify 'The Gap' between needed skills...</p>	<p>In relation to the essential skills, knowledge and connections what can the person do CURRENTLY</p> <p>Identify the 'Gap'</p> <p>..... and current skills</p>	<p>What did the Gap help explain about the person's needs?</p> <p>Identify needs related to the required skills, knowledge, connections.</p> <p>A Person's 'Needs' are not defined by a 'service name'.</p>	<p>Make sure to capture questions that the team has about the profile, goal, necessary skills, and/or the possible needs</p> <p>Identifying questions to be answered helps make the planning and services more individualized.</p>	<p>Only after the team has knowledge of the person, goal, needs and unanswered questions can a plan for service be developed</p> <p>Define and describe the needed service and support BEFORE suggesting a provider.</p>	<p>Who might provide the desired service or support? This includes formal and Informal.</p> <p>Who /what could provide the service or support? Is service needed to answer the identified questions?</p>

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2. Create a Person Centered Profile	3. Identify Priority Skills: What are the Needed Skills?	4. Identify Current Skills: Where is the Person Now?	5. What Are the Person's Needs?	Surface and Define Questions throughout the Conversation (Ongoing)	6. Discuss the Nature of the Needed Service and Support	7. Identify Who Can Provide the Needed Services and Support
<p>This is the Individual's Personal Profile</p> <p><i>What do you already know about the person?</i></p>	<p>Considerations for Priorities include:</p> <ul style="list-style-type: none"> • Communication • Social Skills • Decision-Making/Problem-Solving • Self-Regulation/Coping Skills • Academic Skills • Personal Care/Hygiene <p>Note: If the goal is unclear, identify priorities associated with most adult life goals. Then continue to refine the goal.</p>	<p>What is the person's baseline of the priority skills, knowledge and connections?</p> <p>How similar or different are the individual's current skills/knowledge compared to the needed skills/knowledge to achieve the goal?</p> <p>The difference between the current and needed skills is identified as The Gap.</p> <p><i>The Gap becomes the focus of service</i></p>	<p>Examples of needs: "He needs...."</p> <ul style="list-style-type: none"> • ...A way to learn this new skill • ...Support to participate in using the skill • ...Consistent access to connections <p>'Needs' are phrased as a description of what the person requires access to in order to 'close the gap'. A service name may assist the person to achieve the access, but is not a description of the individual's need.</p>	<p>These are questions that need to be answered about the person, the skills needed or the information about what is available.</p> <p>It can be questions about the desired goal and how to access.</p> <p>It can be questions about information provided and how to understand the information.</p> <p>Any information that will help make a successful plan.</p>	<p>Identify the services and supports necessary to move the person along the path of a meaningful adult life.</p> <p>Examples:</p> <ul style="list-style-type: none"> • How will the team gather needed information? • How will the person learn the needed skills? • What supports will allow the person to be successful? 	<p>Review:</p> <ul style="list-style-type: none"> • Where is the person on the path to achieve their goals? • How big is the 'gap'? • What types of information is still needed? <p>Consider all options:</p> <ul style="list-style-type: none"> • Naturally occurring • Paid and unpaid • Professional and amateur

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Backwards Planning Template

Name _____ Birthdate _____ Time Span of this plan: From _____ To _____ Graduation Year _____ Team Coordinator _____

Adult Employment Outcome As an adult, I plan to:	Adult Education/Training Outcome As an adult, I plan to:	Adult Independent/Community Living Outcome As an adult, I plan to:

Current Assessment related to Milestones	Steps to reach Milestone Target Year: _____	Milestones to be achieved by:				

<i>Postsecondary Goal:</i>					
<i>Course(s) of Study:</i>					
Age: Service	14 <i>(5 yrs. to grad)</i>	15 <i>(4 yrs. to grad)</i>	16 <i>(3 yrs. to grad)</i>	17 <i>(2 yrs. to grad)</i>	18 <i>(1 yr. to grad)</i>
Instruction					
Community Experience					
Career Development					
Related Services					
Living Skills					
Assessments					
Linkages to Adult Services					
IEP Goal					

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Backwards Thinking

These are only a few of the categories of 'skills sets' that might be important to identify. The list can be exhaustive. And the priorities will change based on the person, their profile, and the specific employment situation. This list is NOT intended to be in order of importance.



1. Specific skills for the tasks of the job desired or being considered
2. Communication skills required for the job – in all the job environments and with the variety of people (roles) that the person will want and need to communicate with during the work situation.
3. Technology skills – Copier, computer, phone, etc...
4. Social Skills Required – What type and how diverse will they need to be? (co-workers /boss /customer /animals /in-person or phone or email)
5. Independence desired for the job or aspects of the job
6. When and how to ask for assistance
7. Problem Solving Skills or Process for the work place – Includes social problem solving as well as job task solutions.
8. Level of Sensory Tolerance (Sound, temperature, movement, etc.)
9. Navigation skills on the job or in the job environment
10. Organizational skills for the job tasks – Includes time management
11. Amount of time necessary to attend to job tasks (before a break)
12. Understanding policies and rules of the workplace
13. Coping Skills (Emotional Regulation) for the workplace or associated settings (i.e. lunch area, break area, etc.)
14. Physical Endurance (lifting, pushing, etc.)
15. Mental Endurance (Mental stressors of the job)
16. Transportation 'Skill' (the resources needed and available)



Age Appropriate Transition Assessment (AATA)

- ABAS II Adaptive Behavior Assessment System
- AFLS Assessment of Functional Living Skills
- ABLLS- R Assessment of Basic Language and Learning Skills-Revised
- Barriers to Employment Success (BESI)
- Ability Explorer
- BWAP: Becker Work Adjustment Profile

- **BRIEF: Behavior Rating Inventory of Executive Functioning**
- **BRIEF- SR: Behavior Rating Inventory of Executive Functioning (Self-Report Version)**
- **BRIEF -A: Behavior Rating Inventory of Executive Functioning (Adult Version)**
- **Career Exploration Inventory EX**
- **ELSA: Employability Life Skills Assessment**
- **Financial Literacy Inventory**
- **Informal Assessments for Transition: Independent Living and Community Participation Book**

- Informal Assessments for Transition Planning Book
- Life Skills Inventory (LSI)
- Monarch Crew Assessment Form
- PICS: Picture Interest Career Inventory
- Reading-Free Vocational Interest Inventory
- Transition Planning Inventory Kit: TPI 2nd
- Transition-to-Work Inventory
- TTAP: TEACCH Transition Assessment Profile Second
- Work Motivation Scale

Related Services

- Occupational Therapy
- Speech and Language Pathology
- Behavior Therapy

School Based Experiences

- File folders
- Computer activities
- Books
- Magazines
- Discussion
- Videos
- Role play
- Guided practice
- Learning the language
- Generalization

Community Based Experiences

- Field trips
- Job shadowing
- Job trial
- Internship
- Informational interviewing
- Scavenger hunt

Employment and Disability Services

- Bureaus of Vocational Rehabilitation
- Boards of Developmental Disabilities
- Eligibility?
- Independent services?
- Cross over?
- Reapplication due to aging into another category or lack of use of services?
- Funding?

Who do I go to for assistance?

- Local county board of developmental disabilities
- Local vocational rehabilitation center
- Non-profit resource centers
- School transition coordinator

Collaboration

Ohio Transition to Employment Overview of Agency Assistance and Support

- This tool discusses what each agency does, who is eligible for services, and what services are available

Opportunities for Ohioans with Disabilities (OOD: BVR and BSVI)

Ohio Department of Medicaid (ODM)

Ohio Department of Developmental Disabilities (DODD)

Social Security Administration (SSA)

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

Ohio Department of Job and Family Services (ODJFS)

Pulling it all together

- The transition plan is divided up into three main areas
 1. Postsecondary education and training
 2. Employment
 3. Independent Living

The Breakdown

- Each of the areas is broken down to include
 - A measurable postsecondary goal
 - Age appropriate transition assessments (AATAs)
 - Course of study
 - Connection to annual goals
 - Transition services/activities
 - Projected beginning date
 - Projected end date
 - Frequency
 - Person/agency responsible
 - Type of evidence indicating the transition service has been completed

Getting Started

- Host a pre-IEP planning meeting with all related services and utilize a form to create a cohesive transition plan that utilizes all related services expertise.
- ALL members of the IEP team, including parents and especially students, should have input into the PINS
- ALL members of the interdisciplinary team should contribute to the AATA section with formal/informal/anecdotal assessments.

Age Appropriate Transition Assessments (AATAs)

- Most important area of the transition section.
- Identifies the student's preferences, interests, needs, and strengths. This area should paint a very clear picture of the student.
- List out the PINS in this section and specify them to each section
- When reading the goal and service activities for each area, it should be obvious why these were chosen based on the AATAs
- Something can only be identified as a need if it is listed as a need on the ETR

AATAs Continued

- Include any formal assessments, informal assessments, and observations
- This is the present levels area of the transition section
- Include detailed observations of how the student is doing in each of the areas. For example, how the student does in their classes and what they need for support would go in postsecondary education and training. In the vocational section you would include observations around school/community jobs. In the independent living, you would include observations about budgeting (simulated and real world), hygiene, cooking, etc.

Measurable Postsecondary Goals

The goal is where the student will eventually be, whereas the service activities relate more closely to the AATA section (where they are now)

Transition Services/Activities

- Steps we are taking to help the student achieve their ultimate goal (measurable postsecondary goal).
- These services/activities can be the very beginning steps, but should be detailed without boxing ourselves in
- Not every service/activity should last the duration of the IEP
- We need to think about the services/activities as benchmarked objectives to the measurable postsecondary goal

Connection to Annual Goals

- Each measurable annual goal, service/activity should align with annual goals.
 - If you are struggling to connect the sections, the team may need to rethink the direction of the IEP.
 - The two sections need to connect and should not read like two different students going down two separate paths.

What does a seamless transition look like?

- Follow the transition plan and update annually or more frequently
- Invite agencies to meetings and planning by the student's senior year (timelines for services may differ by state)
- Get involved with any pre-employment services available
- Establish what the student will be doing and where they will be going prior to the end of the school year
- Depending on the student, the transition to the new programming/job should take place about a month before the student leaves school

Resources to help along the way

NTACT

Login



RESOURCES ▾ EFFECTIVE PRACTICES EVENTS ASD RESOURCES



Find NTACT Resources

Looking to learn more about Effective Practices and Predictors? [Download the Matrix](#)

What is NTACT? [Learn more about NTACT](#)

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<https://transitionta.org/>

Ohio Means Jobs

- <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/OhioMeansJobs-K-12>

The screenshot shows the OhioMeansJobs website interface. At the top left is the logo for Ohio MEANS Jobs.com, and at the top right is the Ohio.gov logo. In the center, there is a large red cardinal mascot wearing a blue tie. Below the cardinal are three main navigation buttons: 'Individuals GET STARTED' (green), 'Employers GET STARTED' (blue), and 'Search Jobs GET STARTED' (red). Below these buttons is a section titled 'As of Sep 23, 2018, approximately...' with the following statistics: 148,165 Total number of available jobs, 79,600+ Jobs with over \$50K salary, and 2,400+ Internships available. To the right of these statistics is a text box stating 'and hundreds of practice interviews, millions of scholarship opportunities, & endless information on career planning!'. At the bottom of the page is a row of icons representing various services: New OMJ App Video, In-Demand Careers, K-12 Students, Online Training, Veterans, Events, Budget Calculator, Occupational Search, Work Values, Career Profile, Backpack, and OhioMeansJobs Centers.

Ohio MEANS Jobs.com

Ohio.gov

Individuals
GET STARTED

Employers
GET STARTED

Search Jobs
GET STARTED

Click on me to see a video to learn more about OhioMeansJobs

As of Sep 23, 2018, approximately...

148,165	79,600+	2,400+	and hundreds of practice interviews, millions of scholarship opportunities, & endless information on career planning!
Total number of available jobs	Jobs with over \$50K salary	Internships available	

Ohio MEANS Jobs.com

New OMJ App Video

In-Demand Careers

K-12 Students

Online Training

Veterans

Events

Budget Calculator

Occupational Search

Work Values

Career Profile

Backpack

OhioMeansJobs Centers

Indiana University Transition Assessment Matrix

- <https://instrc.indiana.edu/transition-resources/transition-matrix.html>

Choose Domain <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Independent Living <input checked="" type="checkbox"/> Education/Training	AA Career Reflection Sheet This authentic assessment guides students with information to gather when attending a college or career fair. Basic questions help students explore potential interests. ** ASSESSMENT 	College Plann Worksheet This authentic assessment help students compile information from various colleges (testing requirem disability student contacts) as they through the colle planning process ** ASSESSMENT 
Choose Grade Level(s) <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-10 <input type="checkbox"/> 11-12	CTE Vocational Program Visit Many students make visits to area vocational programs or CTE centers. This authentic assessment asks students to reflect on programs or areas they may be interested in pursuing. ** ASSESSMENT	AA Elective C Reflection This authentic assessment allow student to specif he or she has lea an elective class think through ho information might useful for future planning. ** ASSESSMENT
Choose Disability Area(s) <input type="checkbox"/> SLD <input checked="" type="checkbox"/> AUT <input type="checkbox"/> SI <input type="checkbox"/> ED <input type="checkbox"/> DB <input type="checkbox"/> BLV <input type="checkbox"/> MiCD <input type="checkbox"/> OI <input type="checkbox"/> DHH <input type="checkbox"/> MoCD <input type="checkbox"/> OHI <input type="checkbox"/> TBI <input type="checkbox"/> SCD <input type="checkbox"/> LI <input type="checkbox"/> MD		

Employment First's Ongoing Transition Assessment, A Team Planning Guide

- https://ohioemploymentfirst.org/up_doc/Transition_Assessment_Planning_Guide.pdf

Ongoing Transition Assessment
A Team Planning Guide

The Ohio Age Appropriate Transition Assessment Library

- <https://www.ohioaatalibrary.org/>



Ohio AATA Library



Ohio Age-Appropriate Transition Assessment (AATA) Library

Play

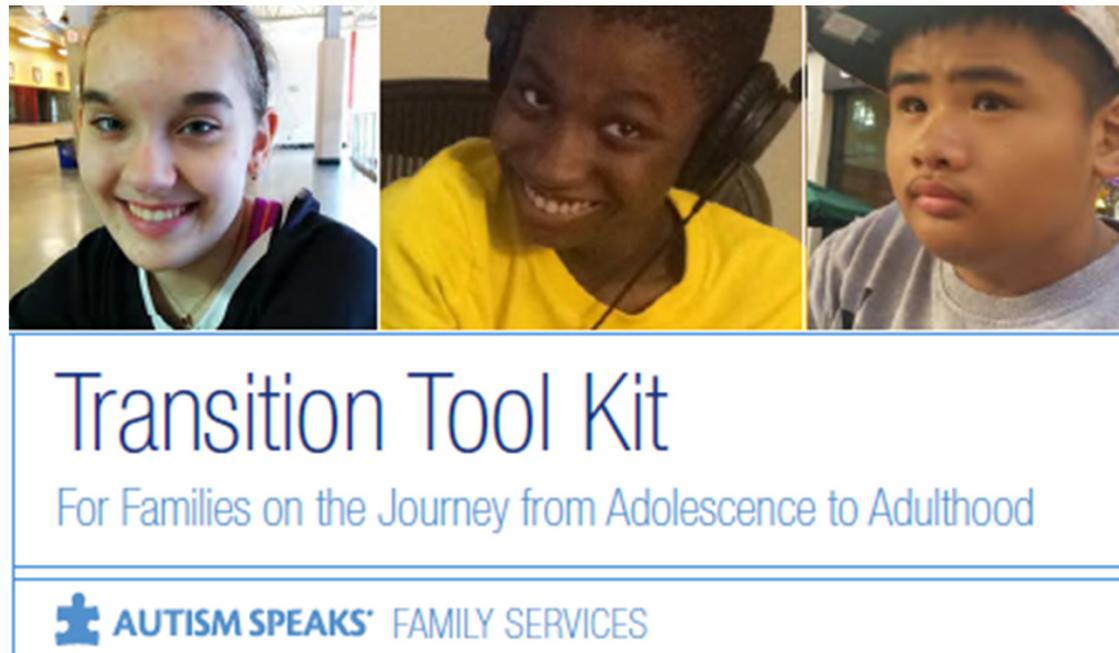
This website was designed to be a library of vetted age-appropriate assessments and transition and employment resources for educators working with transition-aged youth in Ohio schools. Viewers can choose to navigate this site by using the horizontal menu or [site map](#) that displays pages alphabetically.

Educators and parents will find formal and informal assessments designed to support transition-aged youth as they work toward life experiences beyond high school. These resources include general assessments for educators, parents, and students; assessments for post-secondary employment, college, and independent living; and assessments



Autism Speaks Transition Toolkit

- <https://www.autismspeaks.org/sites/default/files/2018-08/Transition%20Tool%20Kit.pdf>



Career One Stop

- <https://www.careeronestop.org/>



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O*NET

- <https://www.onetonline.org/>

The screenshot shows the O*NET OnLine website interface. At the top left is the O*NET logo and the text "O*NET OnLine". To the right is an "Occupation Quick Search" bar. Below the header is a navigation menu with links for "Help", "Find Occupations", "Advanced Search", "Crosswalks", "Share", and "O*NET Sites". The main content area features a large banner with a construction crane and the text "Build your future with O*NET OnLine." Below the banner is a "What is O*NET?" button. To the right of the banner are three promotional boxes: "What's New?", "I want to be a...", and "ATTN: VETERANS". At the bottom, there are three search filters: "Find Occupations" (with a "Bright Outlook" dropdown), "Advanced Search" (with a "Browse by O*NET Data:" dropdown), and "Crosswalks" (with an "Apprenticeship" dropdown). A "Hot Technologies" box is located at the bottom right.

Occupation Quick Search:

Help Find Occupations Advanced Search Crosswalks Share O*NET Sites

Build your future with O*NET OnLine.

Welcome to your tool for career exploration and job analysis!

O*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!

[What is O*NET?](#)

What's New?

Discover your interests while using O*NET OnLine

[Learn More](#)

Get O*NET news by [email](#) or [RSS](#).

I want to be a...

Start the career you've dreamed about, or find one you never imagined.

[Find It Now](#)

at My Next Move

ATTN: VETERANS

Put your military skills and experience to work in civilian life. Learn how at:

[MY NEXT MOVE FOR VETERANS](#)

[Get Started](#)

Hot Technologies

are frequently included in employer job postings.

[Learn More](#)

Occupation Search

Keyword or O*NET-SOC Code:

Find Occupations

Browse groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more.

Advanced Search

Focus on occupations that use a specific tool or software. Explore occupations that need your skills.

Crosswalks

Connect to a wealth of O*NET data. Enter a code or title from another classification to find the related O*NET-SOC occupation.

My Next Move (part of O*Net)

- <https://www.mynextmove.org/>



What do you want to do for a living?



"I want to be a ..."



Search careers with key words.

Describe your dream career in a few words:

Examples: doctor, build houses

Search →

"I'll know it when I see it."



Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

Browse →

"I'm not really sure."



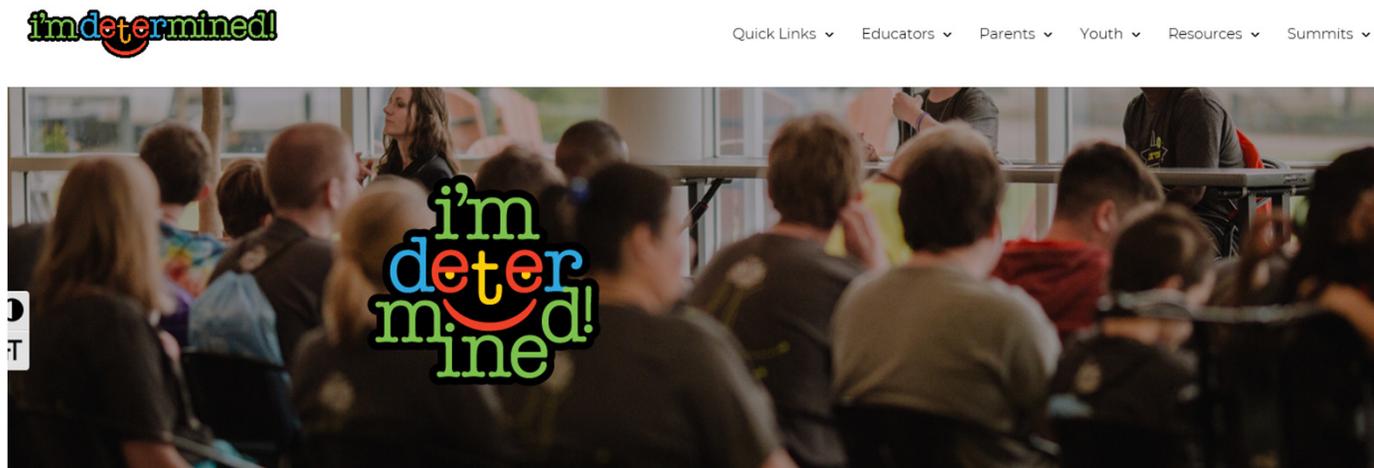
Tell us what you like to do.

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start →

Self-Determination

- <https://www.imdetermined.org/>
- <http://ngsd.org/>



National Center on Secondary Education and Transition

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



National Center on Secondary Education and Transition
Creating Opportunities for Youth With Disabilities to Achieve Successful Futures

Publications

Topics

E-News

Events

State Contacts

Web Sites

About NCSET

Youthhood.org
Helping teens plan their future
+ CLICK HERE

A graphic for Youthhood.org showing stylized buildings in shades of purple and blue.

Postsecondary Ed
Supporting college students with disabilities
CLICK HERE +

A graphic for Postsecondary Ed showing two people, a man and a woman, sitting at a desk.

Check&Connect
Keeping kids engaged
+ CLICK HERE

A graphic for Check&Connect showing a yellow graduation cap with a red tassel.

National Standards
What all youth need to succeed!
+ CLICK HERE

A graphic for National Standards showing the NASET logo, which consists of three stylized human figures in blue and green.

The National Center on Secondary Education and Transition (NCSET) was originally funded by the U.S. Department of Education's Office of Special Education Programs from 2000-2008, during which time it [partnered with six major organizations](#) also focused on the secondary education and transition of youth with disabilities. NCSET coordinated national resources, offered technical assistance, and disseminated information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

Although NCSET is no longer funded through OSEP, we continue to disseminate resources via this website with support from the [Institute on Community Integration](#) in the University of Minnesota's College of Education and Human Development.

ODE Indicator 13 Checklist

- <http://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Secondary-Transition-and-Workforce-Development-for/Ohio-Indicator-13-Checklist.pdf.aspx>

 **Indicator 13 Checklist**

District IRN

Student Initials DOB Reviewer's Initials Compliant

1. Is there an appropriate measurable postsecondary goal or goals in this area?
Can the goal(s) be counted?
Will the goal(s) occur after the student graduates from school?
Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?

Education/Training

Employment

Independent Living

2. Is (are) the postsecondary goal(s) updated annually?
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?

Education/Training

Employment

Independent Living

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?

EnvisionIT

- <http://nisonger.osu.edu/research/envision-it/what-is-envisionit/>

The screenshot shows the website for EnvisionIT at The Ohio State University. The page is titled "What is EnvisionIT?". The header includes the university logo and navigation links for Home, News, Events, and Giving. A search bar is also present. The main content area features a sidebar with a "RESEARCH" menu where "Envision IT" is selected. The main text describes EnvisionIT (EIT) as a free, evidenced-based curriculum for 21st-century students. It lists four key competency areas: Transition Planning/Career Readiness, Information Technology (IT) Literacy, Reading/Writing, and Financial Literacy. A "Transition Services" box provides contact information for the program director, Margaretha Izzo, Ph.D.

THE OHIO STATE UNIVERSITY
NISONGER CENTER

A University Center for Excellence in Developmental Disabilities

» Home » News » Events **Giving**

Search ...

CHILD SERVICES & RESOURCES ADOLESCENT SERVICES & RESOURCES ADULT SERVICES & RESOURCES EDUCATION & TRAINING SCHOLARSHIP PROGRAM RESEARCH ABOUT US CONTACT US

What is EnvisionIT? Home / Research / Envision IT / What is EnvisionIT?

RESEARCH

Envision IT >

- What is EnvisionIT?
- Who EnvisionIT Serves
- Background
- Curriculum
- Research
- EnvisionIT Library
- EnvisionIT Blog
- EnvisionIT Handout
- Faculty Research Interests
- Health of Adults with Down Syndrome
- Pediatric Psychopharmacology
- Study Participation

envisionIT
Transition to Tomorrow. Today.

What is EnvisionIT?

EnvisionIT (EIT) is a free, evidenced-based, standards-aligned, college and career readiness curriculum for 21st century students in middle and high school. EIT is a teacher-guided, digital curriculum for students with and without disabilities focused on helping students develop key literacy and career skills needed for the 21st Century workplace.

The EnvisionIT curriculum is designed to teach fundamental 21st Century skills to students with and without disabilities in 4 key competency areas:

1. **Transition Planning/Career Readiness**
2. **Information Technology (IT) Literacy**
3. **Reading/Writing**
4. **Financial Literacy**

Throughout the curriculum, students complete activities in these areas and build a comprehensive Transition Portfolio, which is the culminating product of the curriculum. Activities leading up to the completion of a Transition Portfolio include, but are not limited to, the following:

1. **Completing online learning and transition assessments**
2. **Researching careers and postsecondary programs**
3. **Developing a resume and cover letter**
4. **Writing a personal statement and career narrative**
5. **Completing employment and college applications**

Transition Services

257 McCampbell Hall
1581 Dodd Drive
Columbus, OH 43210

(T) 614-685-3185
(F) 614-366-6373
(E) transitions@osumc.edu

Program Director/Principal Investigator: **Margaretha Izzo, Ph.D.**

National Collaborative on Workforce and Disability for Youth – State Resourcing List

- <http://www.ncwd-youth.info/profiles-by-states/>



Issues
We Focus on

Solutions
We Work on

Who
We Work With

Question
We Answ

– Ohio

- [Jobs for America's Graduates \(JAG\)](#)
Program: National
- [Children's Aid Society of New York](#)
Program Name: Carrera Adolescent Pregnancy Prevention Program
- [Cincinnati Children's Hospital Medical Center, Great Oaks Institute of Technology and Career Development](#)
Program Name: Project SEARCH
- [North Central Mental Health Services](#)
Program Name: Transitional Community Treatment Team (TCTT)
- [Linking Employment, Abilities and Potential \(LEAP\)](#)
Program Name: Job Link
- [Work & Rehabilitation Centers of Greater Cincinnati](#)
Program Name: Work Resource Center High School/High Tech Program

The Center on Secondary Education for Students with Autism Spectrum Disorders

- <https://csesa.fpg.unc.edu/professionals/supporting-independence>
- <https://csesa.fpg.unc.edu/resources/autism-glance-supporting-healthy-sleep-habits-adolescents>



Secondary Transition Modules

- <http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Secondary-Transition-for-Students-with-Disabilitie/Secondary-Transition-Modules-Alternate-Access>

Home > Special Education > Federal and State Requirements > Secondary Transition and Workforce Development for Students with Disabilities > Secondary Transition for Students with Disabilities Modules > Secondary Transition Modules Alternate Access

QUICK LINKS

- » Operating Standards and Guidance
- » Ohio Required and Optional Forms
- » Secondary Transition and Workforce Development for Students with Disabilities
 - Secondary Transition and Workforce Development Rules and Regulations
 - WIOA Section 511: Subminimum Wage
 - Innovative Strategies for Developing College and Career Readiness for Students with Disabilities
 - Ohio Transition Support Partnership
 - Secondary Transition for Students with Disabilities Modules
 - Secondary Transition Modules Alternate Access
 - Transition to Work Endorsement
 - Resources for Secondary

Secondary Transition Modules Alternate Access

It is essential that other stakeholders such as families, agency providers, institutions of higher education, and students themselves have an opportunity to engage in the Modules. Common understanding promotes integration and collaboration that can help all work smarter together for improved student outcomes.

Please note that use of the Modules is not mandatory for school personnel. Module content is best practice and is not intended to be used for compliance monitoring.

Access Modules

1. [Student-Focused Planning](#) - How do I help my students plan for the future?
2. [Student Development](#) - What skills do my students need to meet their postsecondary goals?
3. [Interagency Collaboration](#) - How do I involve agencies in postsecondary planning?
4. [Program Structure](#) - What foundational elements are necessary to effectively implement transition services?
5. [Family Engagement](#) - How do I engage families in postsecondary planning?

Last Modified: 11/7/2017 12:41:28 PM



What Works for Work: Evidence Based Transition Practices and Predictors

- <https://www.ocali.org/project/what-works-for-work>

MENU



OCALI PASS

SEARCH

What Works for Work: Evidence Based Transition Practices and Predictors

What Works for Work: Evidence Based Transition Practices and Predictors

The Project

Starter Sessions for Evidence Based Practices

Evidence Based Practices

Student Development and Program Structure

Why It Matters: Beyond School

As teams prepare youth for the transition to adulthood, developing skills for employment becomes a priority. Educators require effective tools and resources to assist in teaching these skills. Fortunately, research has identified practices that, when implemented with fidelity, have been shown to improve skill development for transition youth.

The evidence based practices research has been identified and validated by respected professionals in reputable organizations such as:

- NTACT- National Technical Assistance Center on Transition
- NPDC- National Professional Development Center on Autism Spectrum Disorder

However, many educators, job coaches and others are not using these powerful tools and methods to teach critical skills! Why? Some professionals report they are simply unaware of the evidence based practices. Others

Ohio Longitudinal Transition Study

<http://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Ohio-Longitudinal-Transition-Study-OLTS>

QUICK LINKS

- » Data Collection Tools
- » Ohio's Special Education Profiles
- » Enrollment, Testing and Discipline Data
- » Gifted Education Expenditures
- » Ohio Longitudinal Transition Study
- » Equity in IDEA: New Disproportionality Regulations and Supports
- » IDEA Part B Funding

Ohio Longitudinal Transition Study

Collecting Data on Post-School Outcomes (Indicator 14)

The Individuals with Disabilities Education Act (IDEA) requires that states report the post-school engagement of students with disabilities in post-secondary education and employment. Therefore, the Ohio Department of Education's Office for Exceptional Children is required to report the percentage of children with disabilities who, within one year of leaving high school, are enrolled in higher education, participating in a training program or competitively employed.

IDEA requires that all school districts collect outcome data for their students with individualized education programs (IEPs) at least once every six years.

Ohio fulfills this obligation through the Ohio Longitudinal Transition Study (OLTS), which is designed to collect information on students with disabilities' expectations at the end of their final year in high school and their post-school outcomes, one year later.

The Department has a contract with Kent State University's Center for Innovation in Transition and Employment to collect, manage and analyze the results of the longitudinal surveys. Each year, one-fifth of Ohio's school districts are selected to collect information on their students exiting with an IEP and to follow up with them one year later. School districts receive a rating of "met" or "not met" based on completion of OLTS participation requirements. This rating is applied to Indicator 14 on the district's Special Education Profile for the selected participation year.

OLTS Annual Reports

The OLTS Annual Report provides a statewide overview of post-school engagement findings derived from the student surveys. Regional reports are also available. Participating school districts will receive a district-specific report of survey results as well.

OLTS Contacts

If your district has been selected to participate in the OLTS and you would like information regarding OLTS requirements, contact Stacia Kaschak, OLTS Project Director, at smather@kent.edu, or (330) 672-0729. Your regional [State Support Team](#) can also be contacted for assistance.

Question & Answer



Monarch Center for Autism

- ❖ **Preschool**
- ❖ **Day School**
- ❖ **Transition Education Program**
- ❖ **Extended School Year Program**
- ❖ **Boarding Academy**
- ❖ **Adult Autism Program**
- ❖ **Adult Support Living Residences**
- ❖ **Free Webinar & e-newsletter Series**
- ❖ **Online Resource Center**
- ❖ **Welcoming Spaces Program**

- ✦ **Web:** www.monarchcenterforautism.org
- ✦ **Telephone:** 216.320.8945 or 1-800-879-2522
- ✦ **Address:** 22001 Fairmount Boulevard,
Shaker Heights, Ohio 44118
- ✦ **Join our e-newsletter mailing list:**
<http://www.monarchcenterforautism.org/Newsletters/NewsletterSignUp>
- ✦ **Facebook:**
www.facebook.com/monarchcenterforautism
- ✦ **Twitter:** www.twitter.com/monarchohio

