

Creating and Implementing Effective Transition Plans for Adolescents with Autism



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Background and Experience

- Attended Kent State University and earned a Bachelor's degree in Special Education, with a focus in reading. Then went on to earn a Master's degree in Special Education and a Transition-to-Work endorsement.
- Experience as an intervention specialist for New Story School, a job placement coordinator for Hattie Larlham, and a program manager for Hattie Larlham.
- Joined Monarch Center for Autism in 2015. Serves as the Transition Coordinator and a Supervisor at Monarch.

Agenda

- Review of transition
- Employment First
- Secondary Transition Planning Process
- Timelines for Transition Planning
- Backwards Planning
- PINS
- NTACT Effective Practices
- Planning and Evaluating Activities, Goals, and Outcomes
- Other Resources

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.



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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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

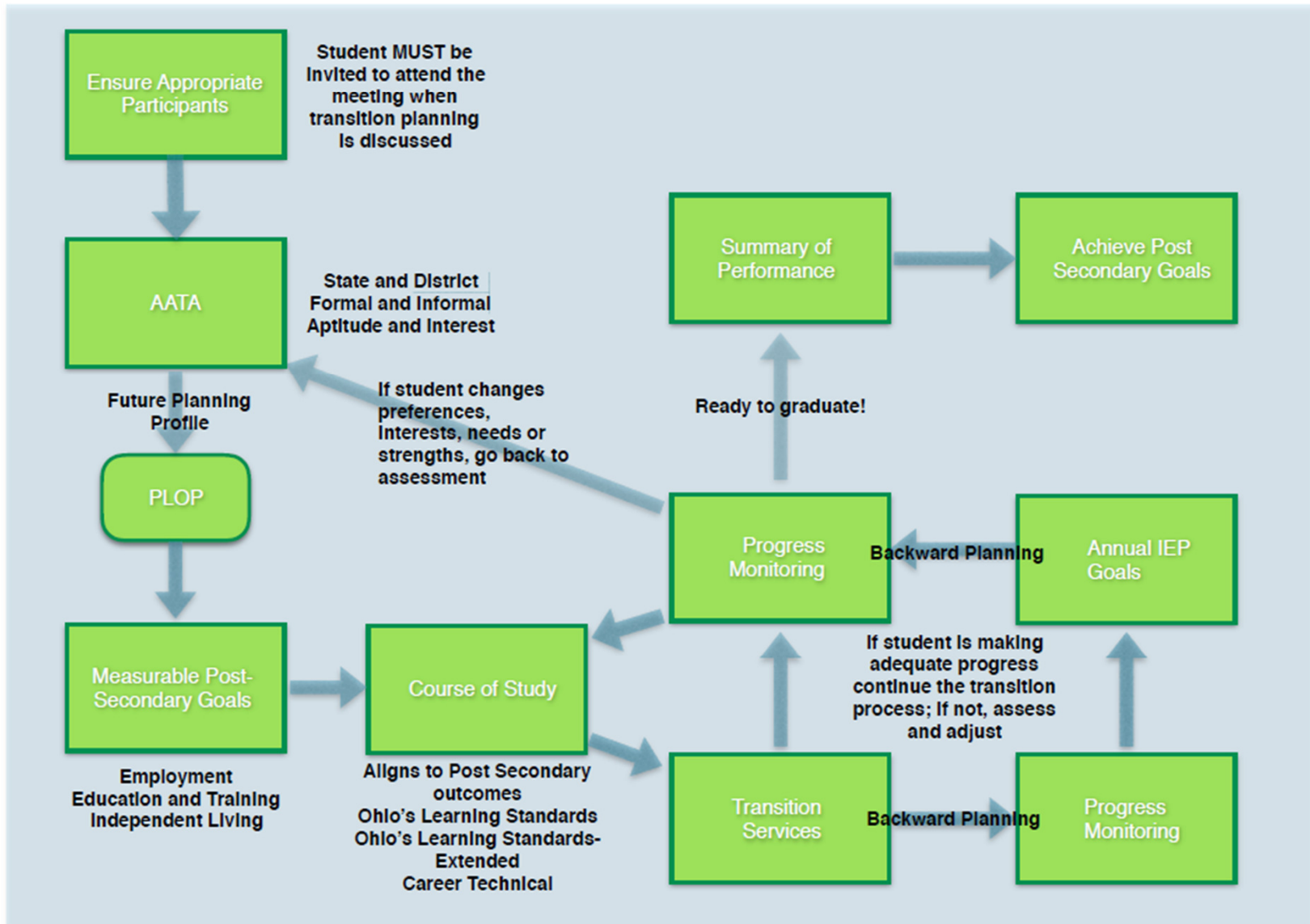


- **Person-centered.** The youth is where the team efforts begin and end. Policies and practices must be flexible enough to respond to individual strengths and needs.
- **Agency-neutral.** As agencies come together to collaborate, activity should occur in a manner where all involved see value for the 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

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

Robert Baer Kent State University (330) 672-0722 or rbaer@kent.edu



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

Timelines for Transition Planning

Robert Baer Kent State University (330) 672-0722 or rbaer@kent.edu



Middle School - Grades 6-8

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

Objectives:

1. To understand interests, aptitudes, and preferences
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 the 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

Timelines for Transition Planning

Robert Baer Kent State University (330) 672-0722 or rbaer@kent.edu



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

Timelines for Transition Planning

Robert Baer Kent State University (330) 672-0722 or rbaer@kent.edu



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

Backwards Planning

- Thinking of the 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?

Backwards Planning

| 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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Backwards Planning

| 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

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: <input style="width: 100%; height: 50px;" type="text"/> | Adult Education/Training Outcome As an adult, I plan to: <input style="width: 100%; height: 50px;" type="text"/> | Adult Independent/Community Living Outcome As an adult, I plan to: <input style="width: 100%; height: 50px;" type="text"/> |
|---|---|---|

| Current Assessment related to Milestones | Steps to reach Milestone Target Year: <input type="text"/> | Steps to reach Milestone Target Year: <input type="text"/> | Steps to reach Milestone Target Year: <input type="text"/> | Steps to reach Milestone Target Year: <input type="text"/> | Steps to reach Milestone Target Year: <input type="text"/> | Milestones to be achieved by: <input type="text"/> |
|---|---|---|---|---|---|---|
| <input style="width: 100%; height: 100%;" type="text"/> | <input style="width: 100%; height: 100%;" type="text"/> | <input style="width: 100%; height: 100%;" type="text"/> | <input style="width: 100%; height: 100%;" type="text"/> | <input style="width: 100%; height: 100%;" type="text"/> | <input style="width: 100%; height: 100%;" type="text"/> | <input style="width: 100%; height: 100%;" type="text"/> |

Backwards Planning

| | | | | | |
|-----------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|
| <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 Planning

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)



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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

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)

Who do I go to for assistance?

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

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

Examples of Seamless Transitions

Transition Planning Resources



Effective Practices Matrix

| Level of Evidence | Relevant Outcome Area | Practice |
|--|-----------------------|---|
| Evidence-based Practices  | Education | <ul style="list-style-type: none"> ○ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP ○ Student Development (Academic, Employment, and Life Skills) Practices <ul style="list-style-type: none"> ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment |
| | Employment | <ul style="list-style-type: none"> ○ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP ○ Student Development Practices <ul style="list-style-type: none"> ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment |
| | Independent Living | <ul style="list-style-type: none"> ○ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP ○ Student-Development Practices <ul style="list-style-type: none"> ▪ Constant time delay to teach food preparation and cooking skills ▪ Response prompting to teach food preparation and cooking skills ▪ Response prompting to teach home maintenance skills ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment ▪ Simulations to teach purchasing skills ▪ System of least-to-most prompts to teach functional life skills |
| Research-based Practices  | Education | <ul style="list-style-type: none"> ○ Predictors of Postsecondary Education <ul style="list-style-type: none"> ▪ Inclusion in general education ▪ Occupational courses ▪ Paid employment/work experience ▪ Student support ▪ Transition program ▪ Vocational education ▪ Youth autonomy ○ School Completion Practices <ul style="list-style-type: none"> ▪ Accelerated Middle Schools for staying and progressing in school ▪ Assign adult advocate for dropout prevention |

TAXONOMY FOR TRANSITION PROGRAMMING 2.0
Examples for Planning and Evaluating Goals, Activities, and Outcomes

Paula D. Kohler, Ph.D.

| TAXONOMY CATEGORY, PURPOSE, SPECIFIC GOAL EXAMPLES | ACTIVITY EXAMPLES | OUTPUT EXAMPLES | EXPECTED OUTCOMES EXAMPLES | POTENTIAL INDICATORS |
|--|--|--|--|---|
| Student Development: Develop students' characteristics, knowledge, and skills | | | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Increase students' knowledge of occupations and requirements <input type="checkbox"/> Increase students' employability skills <input type="checkbox"/> Increase students' specific occupational skills <input type="checkbox"/> Identify accommodations needed in specific work settings <input type="checkbox"/> Reduce student absences | <ul style="list-style-type: none"> <input type="checkbox"/> Identify new business partners <input type="checkbox"/> Develop work-based education curriculum <input type="checkbox"/> Develop accommodations needs assessment <input type="checkbox"/> Place students in work experiences | <ul style="list-style-type: none"> <input type="checkbox"/> New employment sites <input type="checkbox"/> Curriculum <input type="checkbox"/> Accommodations needs assessment | <ul style="list-style-type: none"> <input type="checkbox"/> Increased # and % of students in work-based experiences <input type="checkbox"/> Improved student employability behaviors <input type="checkbox"/> Increased # and quality of work site accommodations <input type="checkbox"/> Increased student knowledge of occupations and requirements <input type="checkbox"/> Reduced student absences | <ul style="list-style-type: none"> <input type="checkbox"/> Pre-post measures of student skills and knowledge <input type="checkbox"/> Student satisfaction with accommodations <input type="checkbox"/> Employer satisfaction with accommodations <input type="checkbox"/> Employer satisfaction with student performance <input type="checkbox"/> # and % of students enrolled in voc ed <input type="checkbox"/> # and % of students in paid work experience <input type="checkbox"/> Student attendance rate |

Career Pathways

- The Ohio Department of Education defines a career pathway as “a collective look at education and training, wage and outlook information for related occupations. These pathways offer an overview of various career options along with education and training.

QUICK LINKS

- » Career Advising Policy and Student Success Plan
- » Career Connections Framework
- » Career Pathways
- » Lessons and Activities
- » OhioMeansJobs K-12
- » Event and Training Resources
- » Promising Practices
- » Resources for Families and Communities
- » Resources for School Counselors
- » Resources for Teachers
- » Work-Based Learning

LATEST NEWS

Two additional graduation options available for the class of 2018 only

Career Pathways

A Career Pathway is a collective look at education and training, wage and outlook information for related occupations. These pathways offer an overview of the various career options along with education and training that can begin as early as grade 7. Whether a student is interested in going to college, getting a certificate or working right after high school, career pathways can be customized for any ambition or plan. For additional career planning resources, visit OhioMeansJobs.com.

Agriculture and Environmental Systems

Animal Science [PPT](#) or [PDF](#)
Environmental Systems [PPT](#) or [PDF](#)
Food Buyer [PPT](#) or [PDF](#)
Food Inspector [PPT](#) or [PDF](#)
Food Science [PPT](#) or [PDF](#)
Geoscience [PPT](#) or [PDF](#)
Horticulture [PPT](#) or [PDF](#)
Natural Resources [PPT](#) or [PDF](#)
Urban Forestry [PPT](#) or [PDF](#)

Arts and Communication

Commercial Design [PPT](#) or [PDF](#)
Media Arts (I) [PPT](#) or [PDF](#)
Media Arts (II) [PPT](#) or [PDF](#)
Performing Arts [PPT](#) or [PDF](#)
Visual Design [PPT](#) or [PDF](#)

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

Career Connections

Kindergarten and up

The screenshot shows the Ohio Department of Education website's Career Connections page. At the top, there is the Ohio Department of Education logo and a navigation bar with links for Home, Administrators, Teachers, Parents, Topics, How Do I?, About, Media, Blog, and Contact. A search bar is also present. The main banner features a young man holding a book and the text "career connections". Below the banner, a breadcrumb trail reads "Home > Career Tech > Career Connections". On the left, a "QUICK LINKS" sidebar lists various resources. The main content area features a news item titled "OHIO ANNOUNCES THE OHIO MEANS JOBS-READINESS SEAL" with a brief description and a "Learn more" link. At the bottom, there is a link for "Business Advisory Councils".

Ohio | Department of Education

ADMINISTRATORS TEACHERS PARENTS TOPICS HOW DO I? ABOUT MEDIA BLOG CONTACT

career connections

Home > Career Tech > Career Connections

QUICK LINKS

- » Career Advising Policy and Student Success Plan
- » Career Connections Framework
- » Career Pathways
- » Lessons and Activities
- » OhioMeansJobs K-12
- » Event and Training Resources
- » Promising Practices
- » Resources for Families and

OHIO ANNOUNCES THE OHIO MEANS JOBS-READINESS SEAL

Ohio high school students now can earn recognition by showing they are prepared to contribute to the workplace and their communities. The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need.

[Learn more](#)

Business Advisory Councils

<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](#)

NTACT Evaluation Toolkit



RESOURCES ▾ EFFECTIVE PRACTICES EVENTS ABOUT

Evaluation Toolkit

At NTACT, we are committed to data-based decision making and view evaluation as a critical tool for improving our work. For some, the idea of evaluation and data analysis can be an overwhelming task – we created the *NTACT Evaluation Toolkit* with that in mind! We want to assist transition educators and service providers to improve their programs and services by determining what is working, what is not working, and what needs to be changed or replicated. This toolkit will show you how. It provides specific examples for state and local teams who are developing goals and tasks to improve transition education and services for students with disabilities. The toolkit is designed to help determine what is important to your stakeholders, what needs to be measured to satisfy stakeholders, what is feasible to measure, how to measure these items, and how to report, disseminate, and use your evaluation findings.

The *Evaluation Toolkit* Appendices provide downloadable documents that can be edited for the user's convenience. A complete pdf of the toolkit (prepared for double side printing) along with cover and spine are provided if you wish to print your own *Evaluation Toolkit*.

Section 1: NTACT Evaluation Toolkit

- [Evaluation Toolkit Complete](#)
- [Evaluation Toolkit Cover](#)
- [Evaluation Toolkit Spine](#)

Section 2: NTACT Capacity Building Model and Examples

- [Model for State Capacity Building](#)
- [2012 Indicator 13 Checklist Form B](#)
- [Extending Research to Practice](#)
- [Framework for Analyzing Transition-Related Policy Instrument](#)

Section 3: Planning Tools for Improving Transition Education

- [State transitionprogramtool.org Introduction and Resources](#)
- [State transitionprogramtool.org Steps 1-3](#)

<https://www.transitionta.org/evaluationtoolkit>

AATA

Age Appropriate Transition Assessments

- Assessment Guidance and Rubrics, https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-How-do-I/Strategies_Assessment_Guidance_MCwebsite.pdf.aspx
- Ohio Center for Autism and Low Incidence AATA resource, https://www.ocali.org/project/tg_aata

Ohio Means Jobs



Ohio.gov

Individuals

GET STARTED



Employers

GET STARTED

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

Search Jobs

GET STARTED



As of Sep 23, 2018, approximately...

148,165
Total number of available jobs

79,600+
Jobs with over \$50K salary

2,400+
Internships available

and hundreds of practice interviews, millions of scholarship opportunities, & endless information on career planning!



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

<http://education.ohio.gov/Topics/Career-Tech/Career-Connections/OhioMeansJobs-K-12>
<https://jobseeker.ohiomeansjobs.monster.com/>

Indiana University Transition Assessment Matrix

Choose Domain

- Employment
- Independent Living
- Education/Training

Choose Grade Level(s)

- 6-8
- 9-10
- 11-12

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 |

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 Planning Worksheet

This authentic assessment helps students compile information from various colleges (e.g., testing requirements, disability student office contacts) as they work through the college planning process.

** ASSESSMENT



CTE Report

This authentic assessment can be given to Career and Technical Education teachers to rate a student's performance (soft skills and technical skills) in their vocational program.

** ASSESSMENT



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 Class Reflection

This authentic assessment allows a student to specify what he or she has learned in an elective class and think through how that information might be useful for future planning.

** ASSESSMENT

AA IEP Disability Awareness Checklist

Students can use this authentic assessment checklist to quickly reflect on their awareness of their disability and support needs.

** ASSESSMENT



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

Ongoing Transition Assessment
A Team Planning Guide

The Ohio Age Appropriate Transition Assessment Library



Ohio AATA Library

[Home](#) [General Assessments](#) [Post-Secondary Goals](#) [Health & Medical](#) [Transition Resources](#) [Employment Resources](#)

Ohio Age-Appropriate Transition Assessment (AATA) Library

Play

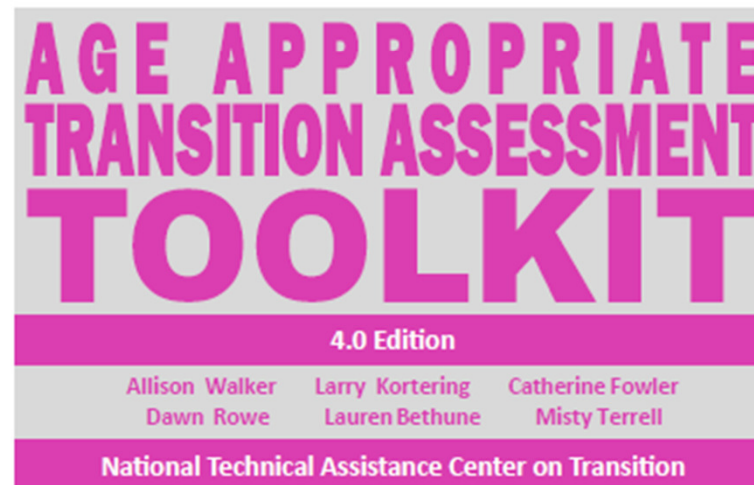
This website was designed to be a library of vetted age-appropriate assessments and transition and employment resources for educators working with transition-aged youth in Ohio schools. Viewers can choose to navigate this site by using the horizontal menu or [site map](#) that displays pages alphabetically.

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



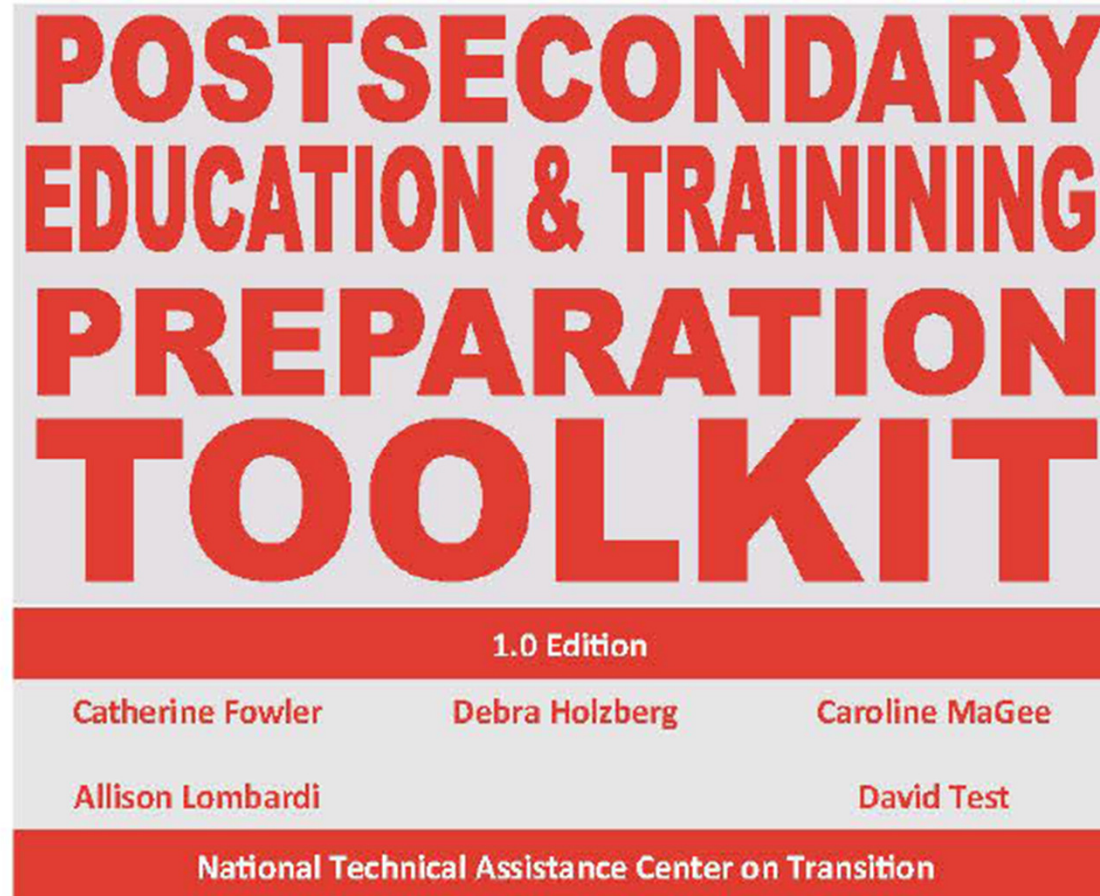
<https://www.ohioaatalibrary.org/>

NTACT Age Appropriate Transition Assessment Toolkit



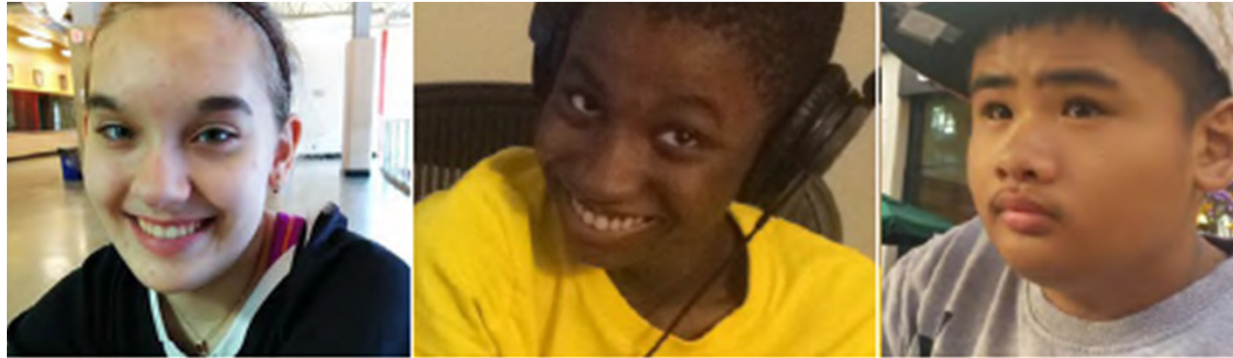
https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf

NTACT Post-Secondary Education and Training



<https://www.transitionta.org/toolkitpet>

Autism Speaks Transition Toolkit



Transition Tool Kit

For Families on the Journey from Adolescence to Adulthood

 **AUTISM SPEAKS** FAMILY SERVICES

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

Career One Stop

 **careeronestop**
your source for career exploration, training & jobs
Sponsored by the U.S. Department of Labor. A proud partner of the [americanjobcenter](#) network.

 [Español](#)

Search CareerOneStop 

Explore Careers ▼ Find Training ▼ Job Search ▼ Find Local Help ▼ Toolkit ▼ Resources For ▼



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

O*NET



O*NET OnLine

Occupation Quick Search:

[Help](#)


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[Crosswalks](#)

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[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)



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 →

National Center on Secondary Education and Transition



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

Postsecondary Ed
Supporting college students with disabilities
CLICK HERE +

Check&Connect
Keeping kids engaged
+ CLICK HERE

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

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.

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

The Center on Secondary Education for Students with Autism Spectrum Disorders



<https://csefa.fpg.unc.edu/professionals/supporting-independence>

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

Variety of Assessments

- ABAS II Adaptive Behavior Assessment System
- ABLLS-R Assessment of Basic Language and Learning Skills-Revised
- AFLS Assessment of Functional Living Skills
- Barriers to Employment Success
- 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)
- ELSA: Employability Life Skills Assessment
- Employability Skills Inventory
- Financial Literacy Inventory
- Informal Assessments for Transition: Independent Living and Community Participation Book
- Informal Assessments for Transition Planning Book
- 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

Other Resources

Educational Service Center, Northeast Ohio, State Support Team 3 - <http://www.esc-cc.org/StateSupportTeam.aspx>

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>

What Works for Work: Evidence Based Transition Practices and Predictors - <https://www.ocali.org/project/what-works-for-work>

Charting a Course for the Future - A Transition Toolkit - http://www.cde.state.co.us/cdesped/transition_tk

Career Clusters Activity - <http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml>

See a resource throughout the presentation you would benefit from? To receive a copy, email Julie Collison at collisonj@bellefairejcb.org.

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

