



New York State Education Department
Office of Special Education
Educational Partnership





New York State Education Department
Office of Special Education
Educational Partnership

Transition Assessment: Part 3—Transition Assessment for Students with Intellectual and Developmental Disabilities

Presenter Name

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

Last updated on November 6, 2023



Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Meet and Greet



Introduce yourself (name, school/district, role)

Think about what it means to be Career and Self-Aware

Share your answer with the group

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

Learning Objectives

Participants will:

- Learn about research that supports transition assessment for students with intellectual and developmental disabilities
- Identify and explore transition assessments for students with intellectual and developmental disabilities
- Utilize transition assessment results for students with intellectual and developmental disabilities to inform transition planning and Individualized Education Program (IEP) development

Materials

- Transition Assessment Resources for Students with intellectual and developmental disabilities
- From Assessment to Practice: A Model for Teachers
- Transition Assessment Planning Form
- Pictorial Interest Inventory—Fillable
- Task Analysis Supplement
- Employment Support Indicators
- ChoiceMaker: Choosing Employment Goals Reproducibles
- Lilly Case Study
- Family Involvement in the Transition Assessment Process
- Transition IEP Mapping Tool—Lilly

What Research Tells Us

Why Is Transition Important for Students with Intellectual and Developmental Disabilities? (1 of 3)

- Students with intellectual and developmental disabilities who receive services from outside agencies early in their secondary school education have better employment outcomes than those who apply later (Brigman, 2014).
- Family expectations of paid employment and becoming self-supporting predict employment outcomes for students with intellectual and developmental disabilities (Carter et al., 2012; Doren et al., 2012; Martinez et al., 2012; Simonsen & Neubert, 2012).

Why Is Transition Important for Students with Significant Disabilities? (2 of 3)

- When families support goals for independent living and provide opportunities to interact with peers who also have career and independent living aspirations, the person is more likely to hold a job and live independently (Isakson et al., 2006).
- Having family members who are familiar with vocational supports needed, receive employment information from the school, and encourage and support engagement in social networks separate from the family also increases the likelihood of employment (Blustein et al., 2016; Eisenman, 2007).



Why Is Transition Important for Students with Intellectual and Developmental Disabilities? (3 of 3)

- Students with intellectual and developmental disabilities who experience paid work, full or part-time, summer or annual, are more likely to be employed after high school (Blustein et al., 2016; Papay & Bambara, 2014).
- Teacher expectations for student employment can significantly impact the post-school employment outcomes for students with intellectual and developmental disabilities (Blustein et al., 2016; Carter et al., 2010).
- Individuals with higher self-care skills are more likely to be employed, attend postsecondary education, and live independently (Blustein et al., 2016; Carter et al., 2011; Carter et al., 2012; Foley et al., 2012)

Transition Assessment

What Is Transition Assessment?

- An ongoing process of collecting information on a student's strengths, interests, skills or aptitudes, preferences, and needs related to current demands and future career, educational, personal, and social environments
- Provides a foundation for defining IEP goals, transition services, and guides instructional decision-making
- Results from initial assessments should be the starting point for transition planning
- Transition assessments help students with disabilities identify the skills needed to achieve post-school goals
- Serves as a guide for students to make informed choices and take charge of their transition planning process

Transition Assessment Should Address Three Areas



Education and Training

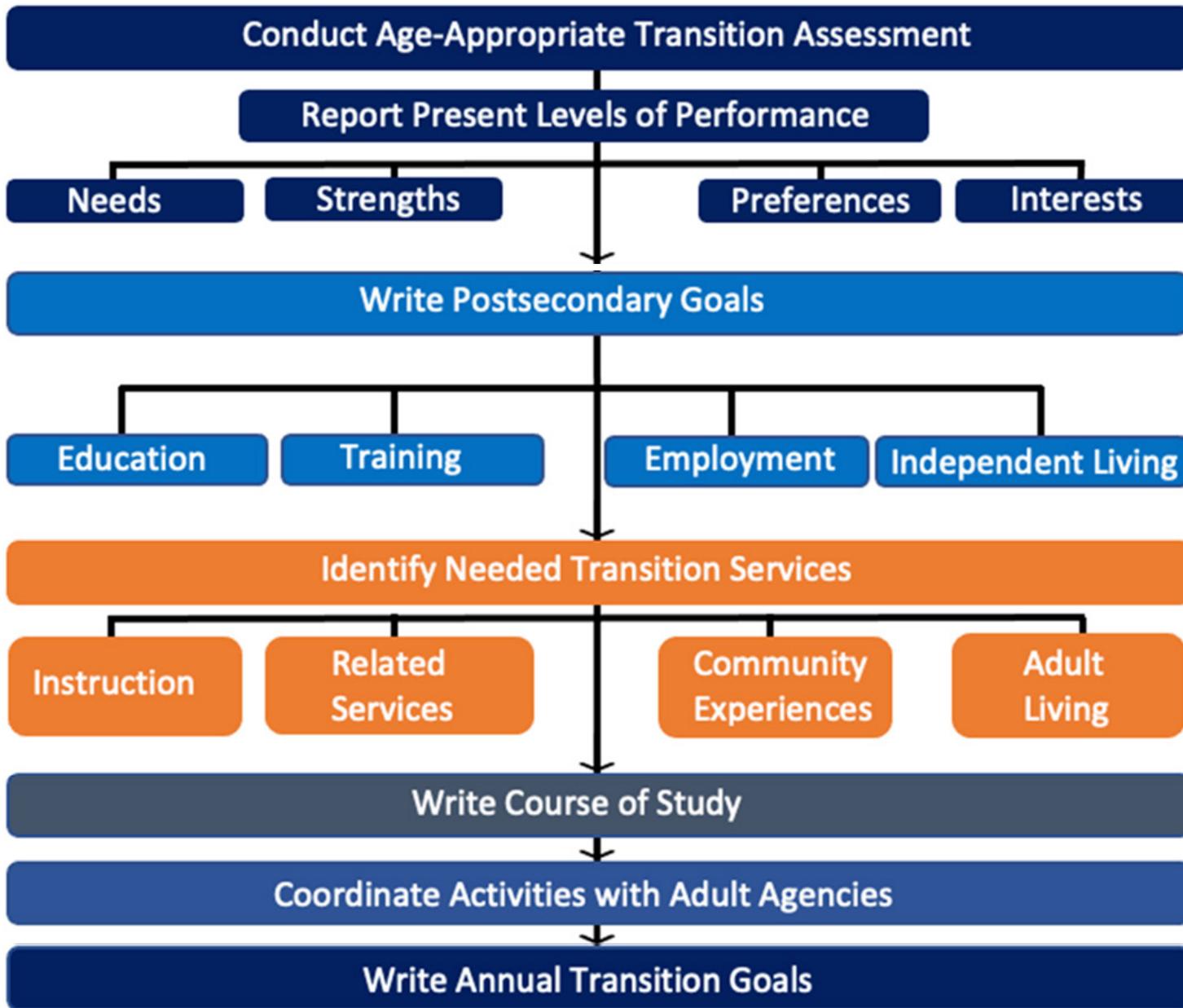


Employment



Independent Living (if appropriate)





From Transition Assessment to Practice

Transition Assessment Planning Form



This planning form provides a fillable template that follows the student throughout the transition planning process. It will assist users to:

- Describe accurate present levels of performance, including the student's skills/strengths, preferences, interests, and needs related to postsecondary goals.
- Identify transition needs, services, and coordinated activities.
- Craft questions to pinpoint information and data needed by the team.
- Conduct, analyze, and summarize transition assessments.

Transition Assessments for Education and Training

Postsecondary Education and Experience (PEaE) Assessment

- A Delphi method was used to identify and validate skill requirements for postsecondary experience programs across the country.
- The PEaE Assessment consists of 71 questions for IEP teams to complete.
- These questions were evaluated, revised, and confirmed important by PEaE directors.

The potential student currently participates in all mandatory meetings and planning sessions.

Never

Rarely

Sometimes

Most of the time

Always

Think College

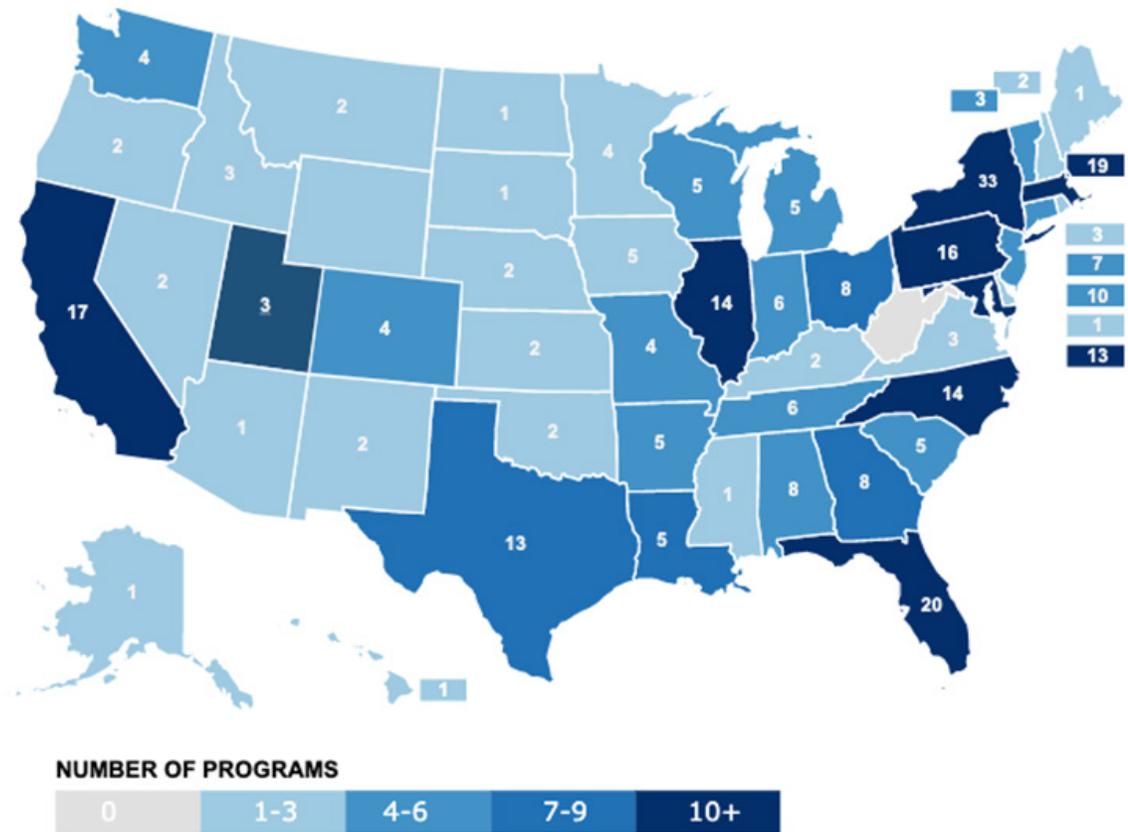
- A national organization dedicated to developing, expanding, and improving inclusive higher education options for people with an intellectual disability.
- Think College supports evidence-based and student-centered research and practice.

Find the College that is right for you!

This directory includes information on 300 college programs for students with intellectual disability. You can search by program name, location, and other keywords. "Advanced Filters" offer more options to narrow your search.

Review these [Frequently Asked Questions](#) for answers to some general questions on college programs, how we gather the information in the directory, and how to use the features of College Search.

Once you have located colleges you are interested in, download the [How To Think College Guide to Conducting a College Search \[PDF\]](#). It provides you with the right questions to ask in order to get the answers you need about each program on your list. The How To guide is also [available in Spanish](#).



Transition Assessments for Employment

Picture Interest Career Survey (PICS) 3rd Edition

- This inventory is designed for people:
 - With limited familiarity with English
 - Who are developmentally delayed or have a learning disability
 - With limited access to education
 - Who are chronically unemployed
- Uses the Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) occupational coding system. Includes streamlined instructions, an updated design, and a few modified pictures for greater clarity
- Can be given to groups or individuals
- Available in print or online

Picture Interest Career Survey



Third Edition

A visual way to identify your career interests and start career exploration and planning

Robert P. Brady, EdD

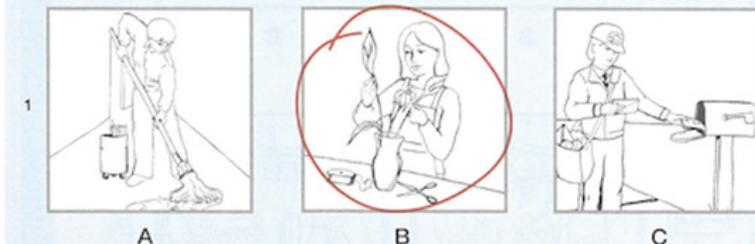
Name _____

Date _____

The *Picture Interest Career Survey (PICS)* is a quick, visual way for you to identify work environments that interest you. You can then use your *PICS* results to explore careers that match those interests.

☞ **Directions** Each of the 36 items consists of three pictures. Each picture shows an individual working. Decide which of the three pictures in each item is most interesting to you and then circle that picture. Work through all 36 items in chronological order, and circle only one picture in each item. There are no right or wrong answers.

☞ **Example** In the sample item below are three pictures of individuals working. Picture A is a person cleaning a floor, picture B is a person arranging flowers, and picture C is a person delivering mail. If picture B interests you the most out of the three pictures, then circle it. The item number (1 in this sample) is printed to the left of picture A.



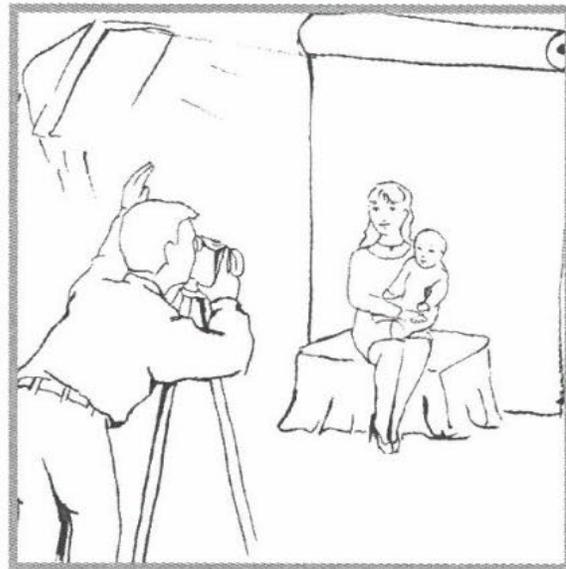
Turn the page to get started with Step 1.

PICS 3rd Edition (Continued)

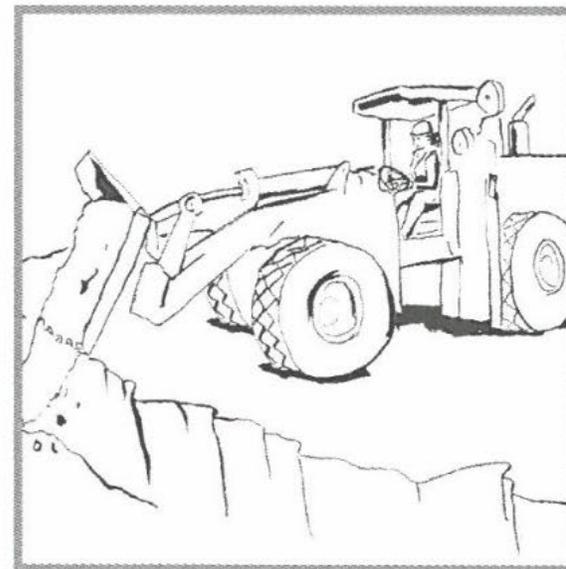
9



A



B



C

R	I	A	S	E	C
C		B	A		

Picture-Based Career Interest Assessments



Pictorial Interest Inventory

Structured around eight different career fields

Student name:

Today's Date:

Birth Date:

Age:

How to Use This Inventory



Directions:

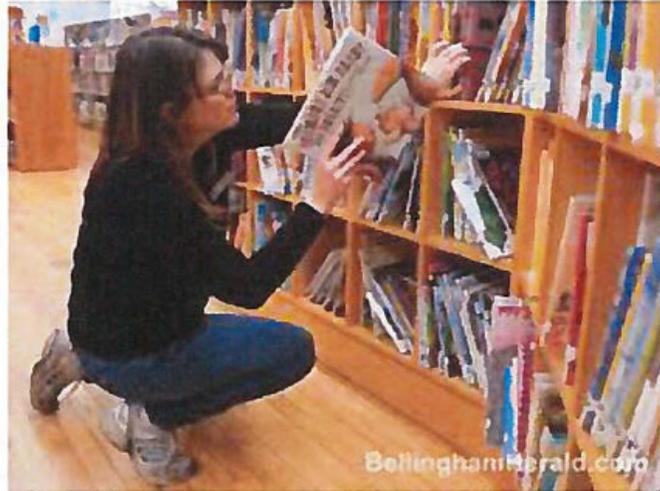
- Each page contains three pictures.
- Choose the picture from each group that shows the task you like most.
- Place an "X" under the picture of the task you choose.
- Choose only one from each page.

Pictorial Interest Inventory Sample

A



B



C



CareerOneStop—Videos in English and Spanish

The screenshot shows the CareerOneStop website interface. At the top left is the logo with the text "careeronestop your source for career exploration, training & jobs" and "Sponsored by the U.S. Department of Labor. A proud partner of the americanjobcenter network." At the top right is a "Español" language selector and a search bar labeled "Search CareerOneStop". A dark blue navigation bar contains links for "Explore Careers", "Find Training", "Job Search", "Find Local Help", "Toolkit", and "Resources For". Below this is a banner image with a "Career videos" label. A left sidebar menu lists: "Video Library", "Career videos" (highlighted), "Career videos in Spanish", "Career cluster / Industry videos", "Skill and ability videos", "Work option videos", "Tutorial videos", and "FAQs about videos". The main content area features social media icons, a heading "Explore our collection of videos on hundreds of different careers.", a paragraph explaining that videos are organized into 16 clusters, and a list of categories: "Agriculture and Natural Resources", "Architecture and Construction", "Arts and Communications", and "Business and Management", each with a dropdown arrow.

Transition Assessments for Independent Living

Life Skills Inventory Independent Living Skills Assessment Tool

Category C: Personal Appearance and Hygiene	
Basic - Must be able to do 4 of 4:	
<input type="checkbox"/>	Can dress self (including underwear, socks, and tied shoes) in a reasonably acceptable fashion.
<input type="checkbox"/>	Can bathe self.
<input type="checkbox"/>	Knows how to use soap, shampoo, deodorant, shaving cream, other common personal products appropriate to sex.
<input type="checkbox"/>	Brushes teeth regularly.
Intermediate - Must be able to do 3 of 3:	
<input type="checkbox"/>	Showers or bathes regularly.
<input type="checkbox"/>	Keeps hair clean and neat.
<input type="checkbox"/>	Dresses in reasonably clean clothing.
Advanced - Must be able to do 4 of 6:	
<input type="checkbox"/>	Can read clothing labels and determine which clothes are to be dry cleaned, hand washed, and machine-washed.
<input type="checkbox"/>	Can sort and machine-wash clothes at a Laundromat using appropriate temperatures, amounts of soap, bleach, etc.
<input type="checkbox"/>	Can dry clothes in a dryer using appropriate settings.
<input type="checkbox"/>	Knows the cost of and can budget money for special hair and nail care (i.e., permanents, braiding, manicures, etc.).
<input type="checkbox"/>	Can iron clothes.
<input type="checkbox"/>	Can sew on buttons and make minor clothing repairs.
Exceptional - Must know at least 2:	
<input type="checkbox"/>	Can hand wash items following the instructions on the label.
<input type="checkbox"/>	Knows appropriate clothing to wear for almost all occasions.
<input type="checkbox"/>	Knows approximate cost of dry cleaning and can arrange for dry cleaning.

Task Analysis Supplement



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS



1. Blank Task Analysis
2. Brushing Teeth
3. Using the Bathroom
4. Setting the Table
5. Peer Play with Trains
6. Tying Shoe (1)
7. Tying Shoe (2)
8. Dialing 911
9. Washing Hands (1)
10. Washing Hands (2)
11. Cutting Paper
12. Using Dictionary (1)
13. Using Dictionary (2)
14. Locating Website
15. Purchasing Items in Grocery Store
16. Alternative Task Analysis Format
17. Prerequisite and Long-Term Planning Goal Example
18. Bathroom Visual Supports

Target Skill: Using the Bathroom

Directions:

Describe each step, in order, for the behavior. Then, for each date on which the behavior is practiced, record the level of independence for each step of the behavior. Use the following symbols for your records:

I—Independent, Correct

M—Modeled, Gesture

V—Verbally Prompted

P—Physically Prompted

Step	Description of Step	Date:	Date:
1	Goes to the bathroom		
2	Closes bathroom door		
3	Pulls down pants		
4	Pulls down underwear		
5	Sits on toilet		
6	Voids in toilet		
7	Reaches for toilet paper holder		
8	Takes 5 pieces of toilet paper		
9	Wipes with toilet paper		
10	Drops paper in toilet		
11	Stands up		
12	Pulls up underwear		
13	Pulls up pants		
14	Flushes toilet		
15	Washes hands		
16	Exits bathroom		



Diagnostic Adaptive Behavior Scale (DABS) and User's Manual

Assesses:

- Conceptual Skills
 - Numbers, money, time, etc.
- Social Skills
 - Following rules, gullibility, avoiding victimization
- Practical Skills
 - Health care, transportation, safety

Cost: \$155 (25 forms + Manual)



Supports Intensity Scale Children's Version (SIS-C)

Assesses:

- Medical conditions and behaviors that require substantial levels of support
- School participation
- Health and safety
- Advocacy
- Home living

Cost: \$12 per assessment



Transition Assessments that Generalize Across Areas

Transition Rating Scale (TRS) 3.0

- Cost \$20 for a pack of 10 assessments.
- Transition assessment for learners with pervasive and long-term needs for support.
- Designed for educators and parents to complete.
- Assesses five areas:
 - Employment
 - Recreation and Leisure
 - Community Participation
 - Postsecondary Education
 - Future Outcome and/Goals Assessment



This scale is a replacement for the discontinued ESTR-S.

Transition Rating Scale 3.0

Transition assessment for learners with pervasive and long-term needs for support.

Learner Information

Name _____ Parent/Guardian _____
School/Agency _____ Primary Disability _____
Secondary Disability (dual diagnosis) _____
Grade _____ Birth Date _____ Age _____ Gender _____

Evaluators

Name _____ Title _____
Name _____ Title _____
Date of Evaluation _____ Anticipated Date of Graduation _____

Introduction

The goal of transition assessment is to gather information that accurately and comprehensively reflects the learner's present level of performance. The TRS 3.0 provides an efficient yet thorough means of identifying present levels of performance in each of five transition areas for learners with needing life-time supports.

The TRS 3.0 is designed to elicit programming information BOTH from parents/caregivers and educators. Important Note: To keep instrumental language consistent, we refer to "the learner". If parents or home caregivers complete the instrument, they can think of "the learner" as their "son/daughter". We have used this language within the scale.

Directions for Using the TRS 2.0

This scale differs from the other TRS Scales in that descriptive information is provided about the learner's skills, level of participation, characteristics, status of planning and desired postschool outcomes.

Electronic Version

An electronic version of the scale allows educators to complete the scale online. If users plan to employ the online TRS 3.0 (with its accompanying report generator), the paper version would only be used to gather information from parents/caregivers.

The format of the TRS 3.0 consists of a checklist layout for indicating skills along with a space for descriptive narratives, designed to generate insight into the learner's present level of performance. It is essential for users to use the narrative section to record descriptions of the most significant needs for programming and/or support. Gathering information from parents is important when assessing students with with life-time needs for support. The authors have concluded that rating scales provide minimal information with these learners, rather descriptive information based on parental input is most useful.

The online purchase is an assessment package that includes 1) a computer printout of a completed TRS 3.0(completed online) and 2) an assessment summary of the completed scale.

Future Outcomes/Goals Assessment

Reviewing the learner's postschool outcomes, in each of five transition areas, is critical to transition planning. The authors have included a worksheet on the last two pages of this protocol for parents to indicate their interests and preferences. We suggest that this be completed yearly.

©2010, 2021 by Susan Severson. All rights reserved.

ESTR Publications • Email transition@estr.net • Web <https://estr.net>

TRS 3.0 Employment Sample

Employment

1. The learner (or my son/daughter) demonstrates fine motor skills: *(check all that apply)*

- | | | |
|---|---|---|
| <input type="checkbox"/> Grasping objects | <input type="checkbox"/> Unwrapping objects | <input type="checkbox"/> Pressing buttons/switches |
| <input type="checkbox"/> Stacking objects | <input type="checkbox"/> Turning objects | <input type="checkbox"/> Putting two objects together |
| <input type="checkbox"/> Pushing objects | <input type="checkbox"/> Transferring objects | <input type="checkbox"/> Opening containers |
| <input type="checkbox"/> Stirring | <input type="checkbox"/> Drawing/writing | <input type="checkbox"/> Manipulating objects |
| <input type="checkbox"/> Pouring | <input type="checkbox"/> Sweeping (manually moving) objects into containers | |
| <input type="checkbox"/> Pointing to objects/pictures, especially when information is requested | | |

2. The learner (or my son/daughter) demonstrates gross motor skills: *(check all that apply)*

- | | | |
|---|--|---|
| <input type="checkbox"/> Sitting with supports | <input type="checkbox"/> Scooting on floor | <input type="checkbox"/> Pushing up to a sitting position |
| <input type="checkbox"/> Sitting without supports | <input type="checkbox"/> Rolling over | <input type="checkbox"/> Walking |
| <input type="checkbox"/> Using stairs/managing small elevations such as door jams | | |

TRS 3.0 Home Living Sample

Home Living

1. The learner (or my son/daughter) cares for personal toileting needs: *(check all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Asks to use toilet | <input type="checkbox"/> Indicates when wet or soiled |
| <input type="checkbox"/> Diapering required—learner cooperates with process | <input type="checkbox"/> Diapering required—learner resists process |
| <input type="checkbox"/> Uses toilet independently (and appropriately) | |
| <input type="checkbox"/> Uses toilet with assistance | - Describe assistance: _____ |

2. The learner (or my son/daughter) demonstrates hygiene and grooming skills: *(check the level of participation)*

- | | |
|---|----------------------------|
| <input type="checkbox"/> Completes grooming tasks without assistance | Please list: _____ |
| <input type="checkbox"/> Completes grooming tasks with assistance | Describe assistance: _____ |
| <input type="checkbox"/> Cooperates (without resistance) in hygiene tasks (washing hands & face, brushing teeth, bathing) | |
| <input type="checkbox"/> Resists during hygiene tasks completed by others (washing hands & face, brushing teeth, bathing) | |

TRS 3.0 Community Participation Sample

Community Participation

1. The learner (or my son/daughter) accesses specified areas within his/her school and neighborhood: *(check one)*

- Independently and consistently With assistance Does not participate

2. The learner (or my son/daughter) understands relevant community signs (e.g., men, women):

- Yes - Please identify: _____
 No

3. The learner (or my son/daughter) understands (reacts appropriately) to various pedestrian safety markings and/or expectations (avoids jaywalking, understands traffic lights, watches for cars/bicycles when walking).

- Yes No

4. The learner (or my son/daughter) participates in ordering his/her food in restaurants.

- Orders with assistance Does not participate
 Orders independently (includes with communication board)

Personal Preference Indicators

- Interview format
- Designed for student's family members, friends, or professionals who know student well enough to provide information
- Free
- Available in English and Spanish
- Assesses likes, dislikes, social indicators, choices, health, body clock, and future

Personal Preference Indicator Sample Items

FAVORITES

Individual Indicators

What are the person's favorites? Do you know why? How can you tell? Any other things?

- foods
- games
- music/sounds
- smells
- friends
- topics/objects
- activities/place to go
- being alone/with others
- TV show
- animals
- color
- clothes

Who are the person's favorite people? Do you know why? How can you tell?

What are the person's favorite things about himself or herself?

FEELINGS

Emotion Indicators

What calms the person? Do you know why? How can you tell?

- holding/being held
- music
- animals
- rocking
- lights
- activities (alone/with others)
- smells/odors
- laughter
- being talked to

What makes the person happy? How do you know?

- outdoors
- indoors
- food
- games
- being with friends/family
- being active
- going someplace
- music or sounds

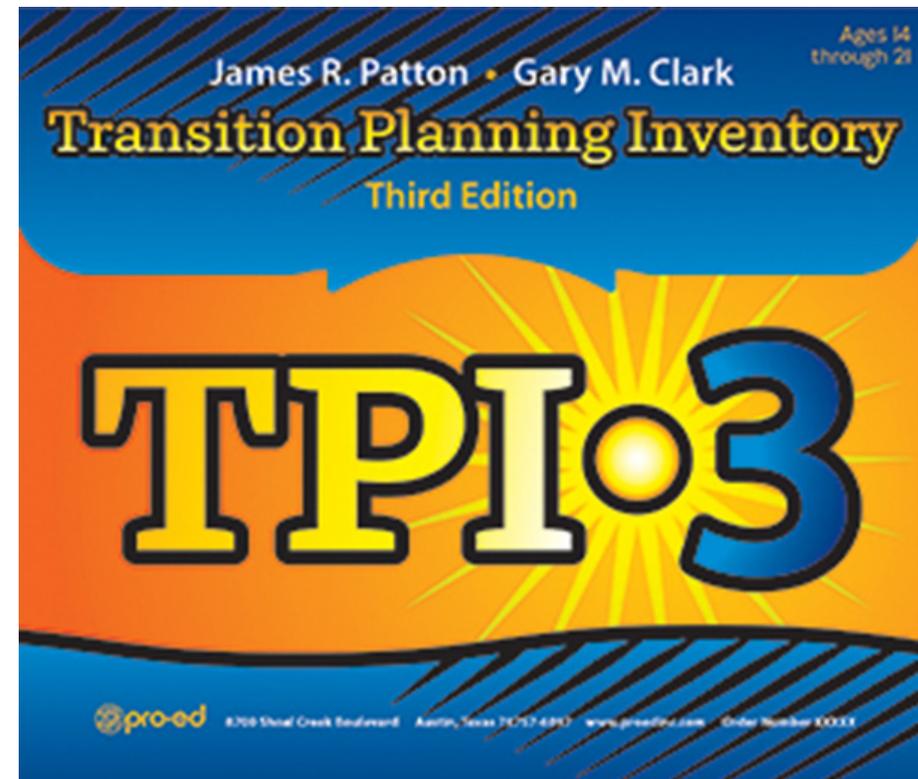
Transition Planning Inventory (TPI)-3 Modified Form

For Students With Autism or Other
Significant Support Needs

Cost: \$39.00 (25 forms)

Assesses likely settings for
postsecondary outcomes:

- Employment type
- Learning options
- Living situation
- Leisure activities
- Health



Sample TPI-3 Modified Items

Planning Areas	Not appropriate Do not know		Independently competent		Not competent with support		Further assessment Instructional goal(s) needed		Linkage goal(s) needed	Recommendations
	Rating	Rating	Rating	Rating	Rating	Rating	Rating			
WORKING: CAREER CHOICE AND PLANNING										
1. Names occupations he/she likes the most.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
2. Knows about jobs he/she likes and what they require.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
3. Knows his/her strengths and how they match occupations liked the most.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
4. Chooses occupations that match interests, preferences, and strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
WORKING: EMPLOYMENT KNOWLEDGE AND SKILLS										
5. Has general job skills for keeping a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
6. Has work attitudes for keeping a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
7. Has the specific knowledge and skills for an entry-level job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
8. Knows how to get a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
9. Knows how to change jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
LEARNING: FURTHER EDUCATION/TRAINING										
10. Knows how to get into a community job-training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
11. Knows how to get into a postschool college program that meets needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
12. Knows how to access services for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
13. Knows how to get help from classmates, friends, family, or others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____
LEARNING: FUNCTIONAL COMMUNICATION										
14. Has needed speaking skills. [Speaking may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		_____

DAILY LIVING					
DAILY LIVING ACTIVITIES					
Can the student independently..					
Yes	No	Eat?			
Yes	No	Prepare food?			
Yes	No	Do laundry?			
Yes	No	Groom and take care of hygiene?			
Yes	No	Perform housekeeping activities?			
Yes	No	Manage time and follow a schedule?			
DAILY LIVING ADAPTATIONS		Not applicable	Possibly could use	Using but could be improved	Using independently
Dressing Aids					
Adaptive Clothing					
Adaptive Kitchen Utensils and Dishes					
Roll-in Shower					
Adaptive Hygiene Devices					

TRANSPORTATION					
TRANSPORTATION ACTIVITIES					
Can the student...					
Yes	No	Drive?			
Yes	No	Get in/out of any vehicle to be a passenger?			
Yes	No	Transfer into vehicle and load mobility device?			
Yes	No	Get into vehicle with ramp or lift?			
Yes	No	Independently arrange transportation?			
Yes	No	Independently utilize public transportation?			
TRANSPORTATION ADAPTATIONS		Not applicable	Possibly could use	Using but could be improved	Using independently
Adaptive Driving Equipment					
Car Top or Bumper Carrier for Mobility Device					
Van with Ramp or Lift					
Other					
Comments:					

Assistive Technology Protocol for Transition Planning

Functional Vocational Assessment

What is a Functional Vocational Assessment?

- Functional vocational evaluation is an ongoing process that identifies a student's career interests, work-related aptitudes and skills, and need for training.
- In New York State (NYS), it is an assessment to determine a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences.

Employment Support Indicators



Employment Support Indicators

Preferences
Choices
Self-determination



A Guide for Planning

Domains

- Social supports
- Work setting supports
- Work style supports

Cost: Free

Sample Employment Support Indicators Items

SOCIAL SUPPORTS

Which statements best describe the social support needs of the job candidate?

Understanding Affect

- Understands facial expressions and gestures of others
- Understands own facial expressions and gestures
- Does not consistently interpret expressions and gestures of self or others
- Can express own feelings clearly

Interpersonal Skills

- Understands personal space (self and others)
- Understands what is appropriate to say to whom, when, and where
- Maintains appropriate voice volume
- Uses accepted nonverbal cues

- Needs support to get clarification or understand instructions from others in work setting
- Needs demonstration of tasks that are expected

Handling Criticism/Stress

- Accepts criticism and can change behavior
- Cannot accept criticism
- Takes appropriate steps to decrease stress

Communication

- Uses a combination of words, gestures and pictures to understand and communicate
- Uses assistive devices to communicate
- Needs interpreter services

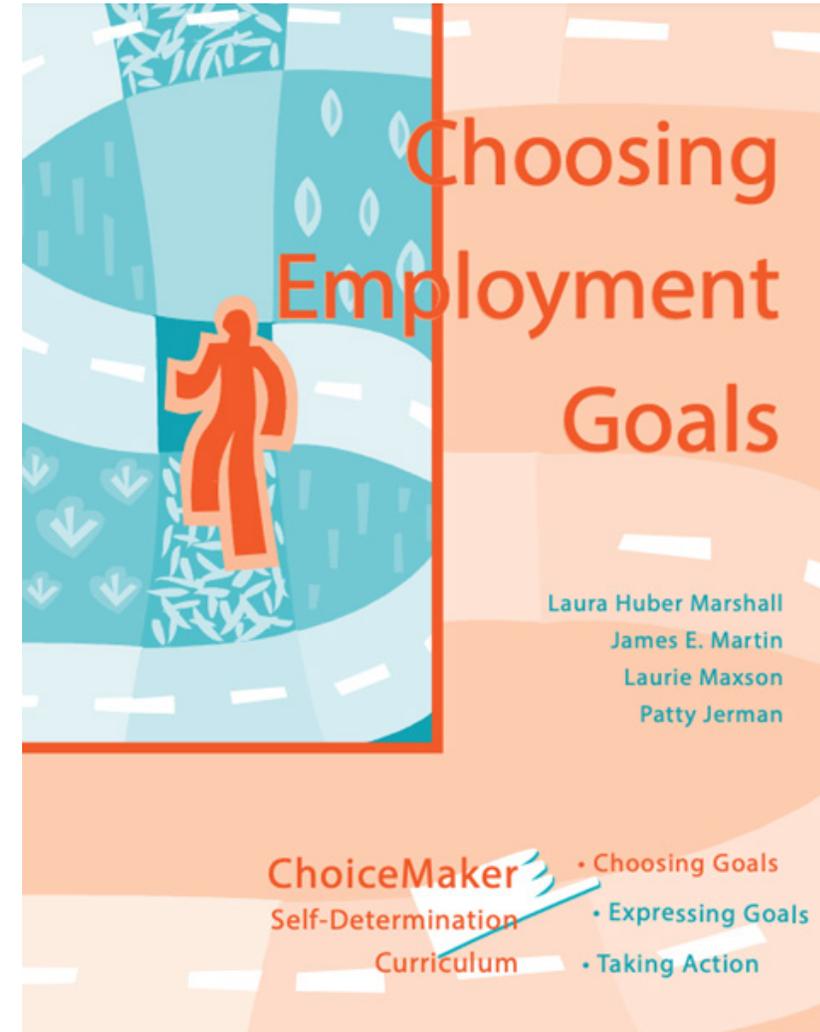
ChoiceMaker

Choosing Employment Goals

Lessons include:

- Choosing general goals
- Experience-based lessons
- Dream job lessons

Cost: Free



Functional Vocational Assessments



Job Characteristics I Like Worksheet

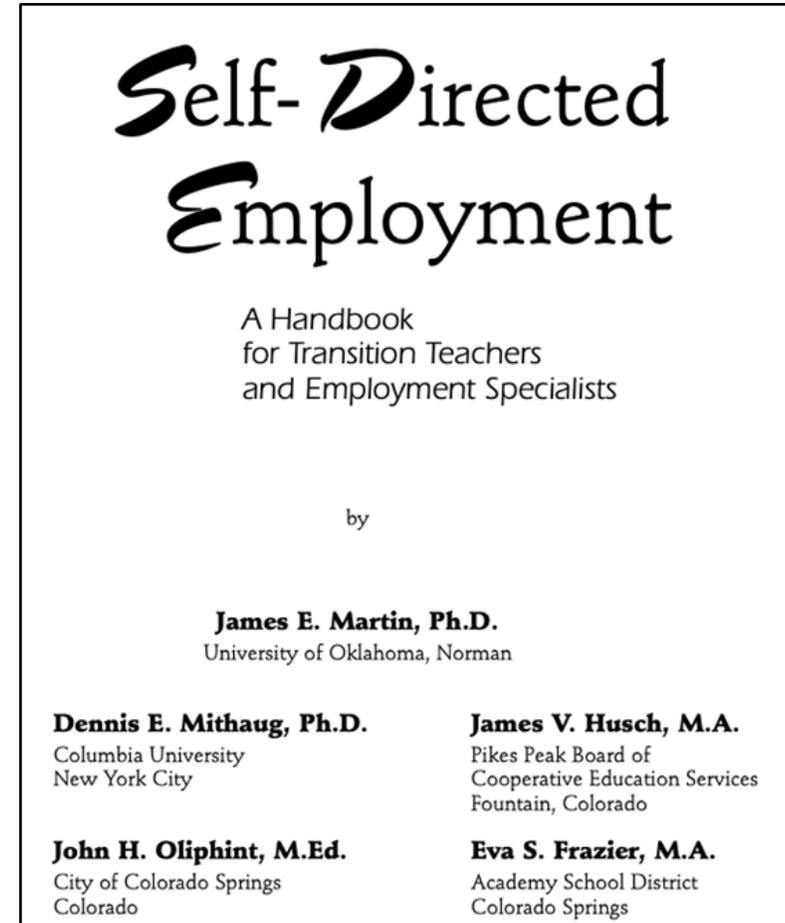
Name _____ Date _____ Site _____

	Circle the job characteristic or characteristics you like best.	Circle the job characteristic or characteristics that best describe what is at this job.	Circle YES if what you circled in the first two columns is the same. Circle NO if it is not.	
	What I Like	What Is Here	Matches	
1.	work alone lots of people around	work alone lots of people around	YES	NO
2.	quiet workplace noisy workplace	quiet workplace noisy workplace	YES	NO
3.	weekdays only weekends too	weekdays only weekends too	YES	NO
4.	easy job challenging job	easy job challenging job	YES	NO
5.	dress up for work do not dress up wear uniform	dress up for work do not dress up wear uniform	YES	NO
6.	standing up sitting down moving around	standing up sitting down moving around	YES	NO
7.	work mornings work afternoons work nights	work mornings work afternoons work nights	YES	NO
8.	co-workers my age co-workers not my age	co-workers my age co-workers not my age	YES	NO

Self-Directed Employment

- Curriculum-based assessments including:
 - Making choices
 - Exploring choices
 - Testing choices
 - Final choices
 - Job matching skills
 - On the job assessments
- Includes a picture bank

Cost: Free



Self-Directed Employment— Situational Assessment

II:E:20:2	My Employment Plan: Form B (page 2)	Finding a Job		
Skills I need to improve: Write a Y in the box for each skill you can improve.				
 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{\text{Y's}}{\text{Skills}} = \frac{4}{5} = .80 \times 100 = 80\% \text{ Percentage of skills matches}$				

Self-Directed Employment— My Employment Plan

II:E:20:2	My Employment Plan: Form B (page 1)	Finding a Job																
Name: <u>Pat Sample</u> Jobsite: <u>Carla's</u> Date: <u>June 25, 2002</u>																		
If employed, check what's here and determine the match. If unemployed, check the boxes for the items that you want in your next job.																		
Characteristics I like																		
<table border="1" style="border-collapse: collapse; width: 80px; height: 60px;"> <tr><td>S</td><td>M</td><td>Tu</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td>X</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>X</td></tr> </table>	S	M	Tu	W	Th	F	S	X	✓	✓	✓	✓	✓	X				
S	M	Tu	W	Th	F	S												
X	✓	✓	✓	✓	✓	X												
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>														
																		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>														
$\frac{\text{Matches: } 5}{\text{Characteristics listed: } 10} = .50 \times 100 = 50\% \text{ Percentage of characteristics matches}$																		
Tasks I like																		
																		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>														
$\frac{\text{Matches: } 3}{\text{Tasks listed: } 5} = .60 \times 100 = 60\% \text{ Percentage of tasks matches}$																		

Progress Monitoring Applications (Apps)

Progress Monitoring

- Data sources may include direct observation and/or behavioral observation.
- There are a variety of ways to collect data, and how teachers collect data will be determined by the type of skills they are teaching and the mastery criteria within goals and objectives.
- Considerations for data collection include:
 - What you already know about a student;
 - What you need to learn about a student;
 - How information about the student will be gathered;
 - Who will gather the information about the student; and
 - When will data be collected?

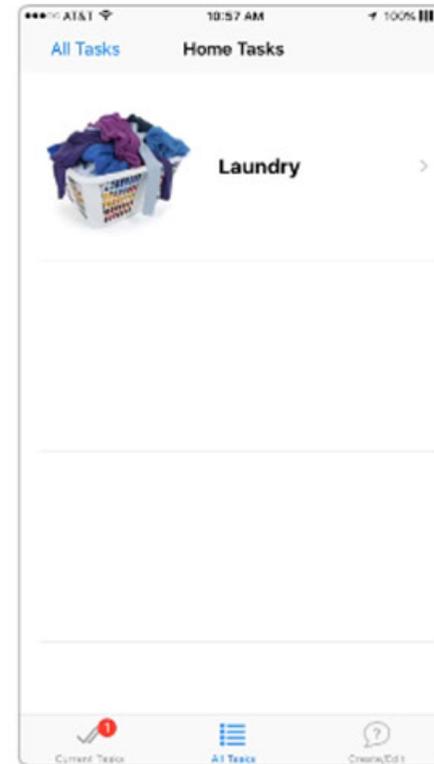
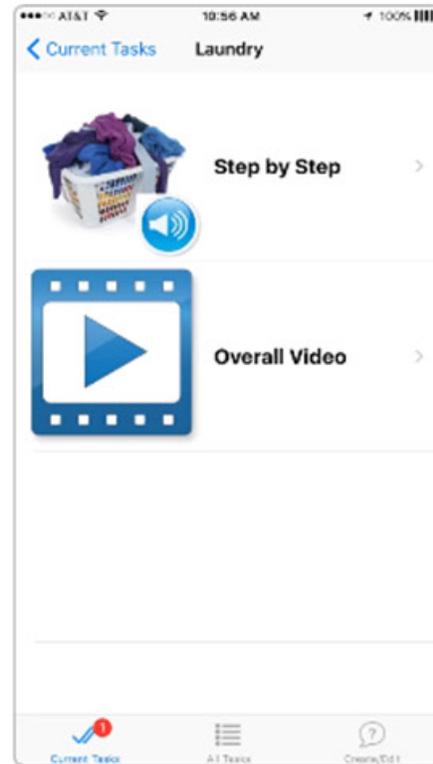
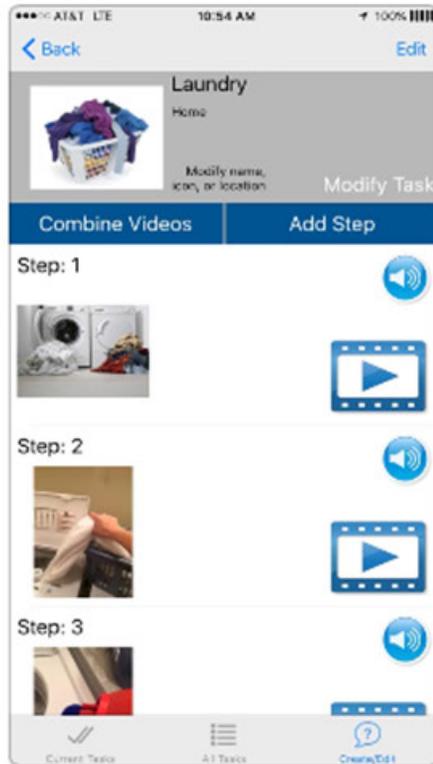
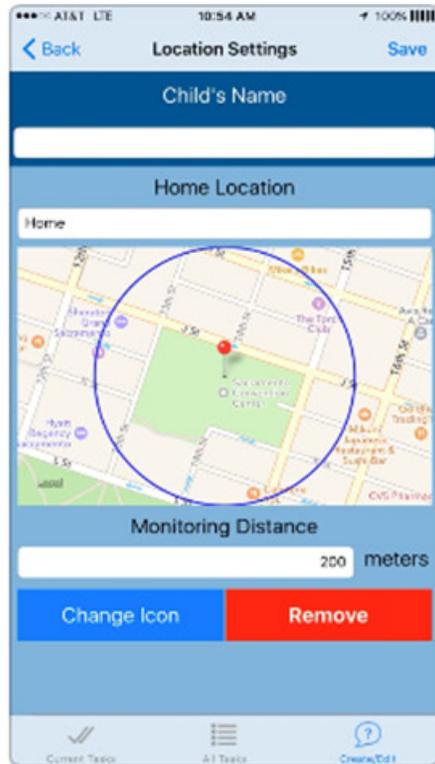
TaskAnalysisLIFE

Features:

- TaskAnalysis is a highly customizable Mobile Application that can support individuals with intellectual disabilities to independently and efficiently complete tasks.
- Tasks can be broken down into manageable steps. Users can access picture, text, and audio support, along with video prompting and video modeling supports all within one mobile application.
- TaskAnalysis works on Global Positioning System (GPS) location and will automatically populate tasks associated with a particular location.
- Tasks can be created for users to support them at work, home, school, or any other location.



TaskAnalysisLIFE Sample



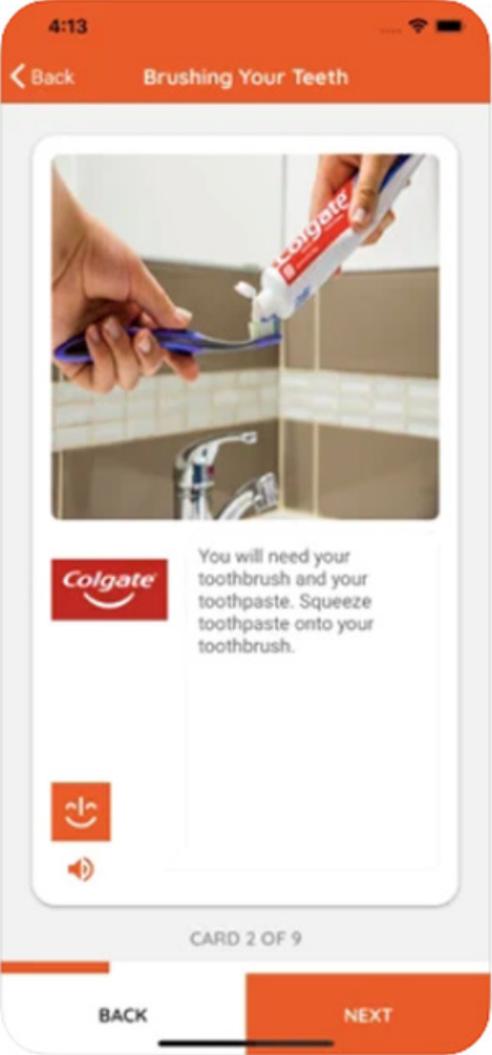
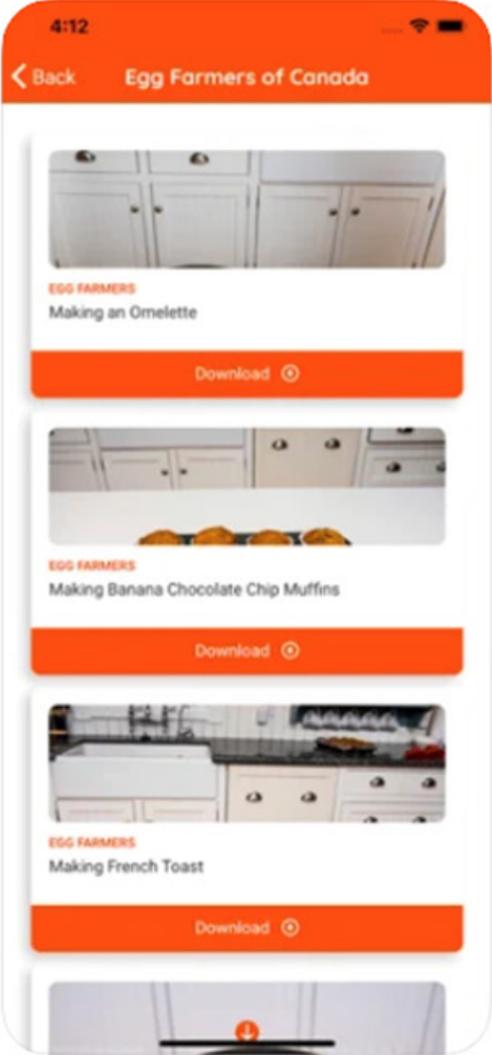
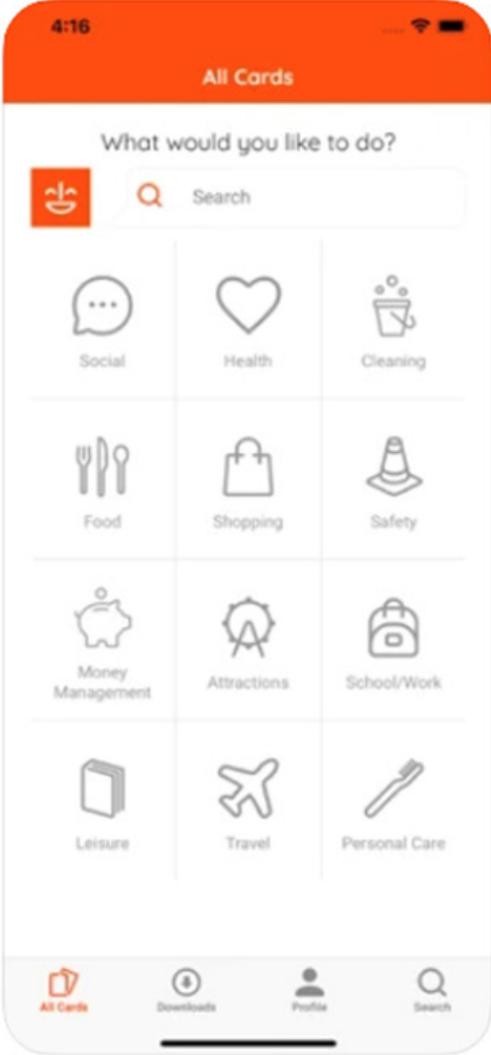
MagnusCards—Autism App

Features:

- 12 categories of life skills learning, including social, travel, personal care, and shopping.
- English and French languages: Select your language of choice in your personal device settings.
- No Wi-Fi required: Downloaded card decks are available for offline use.



MagnusCards Sample



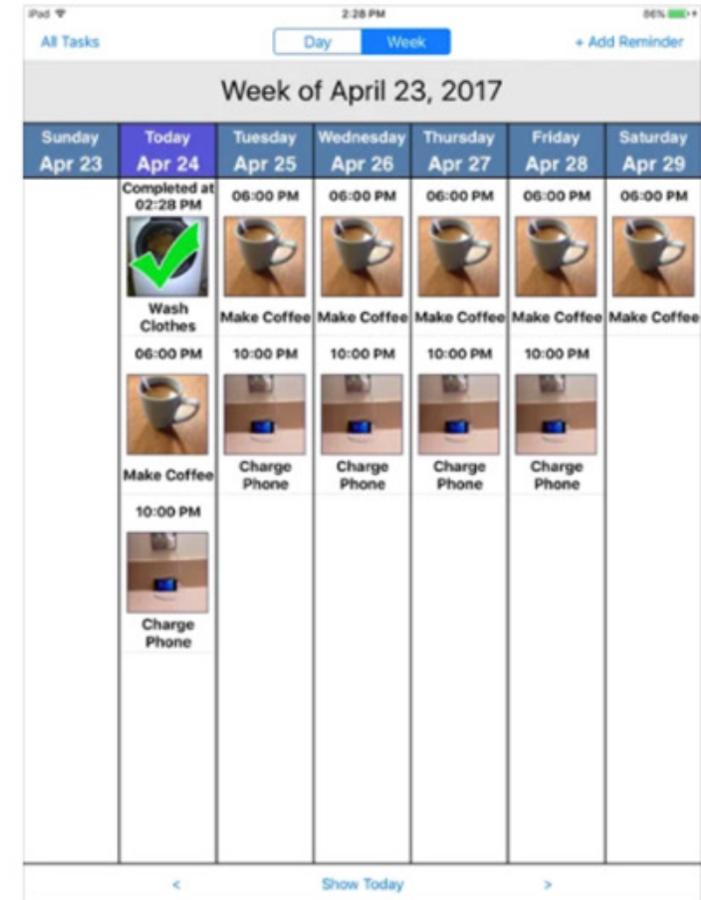
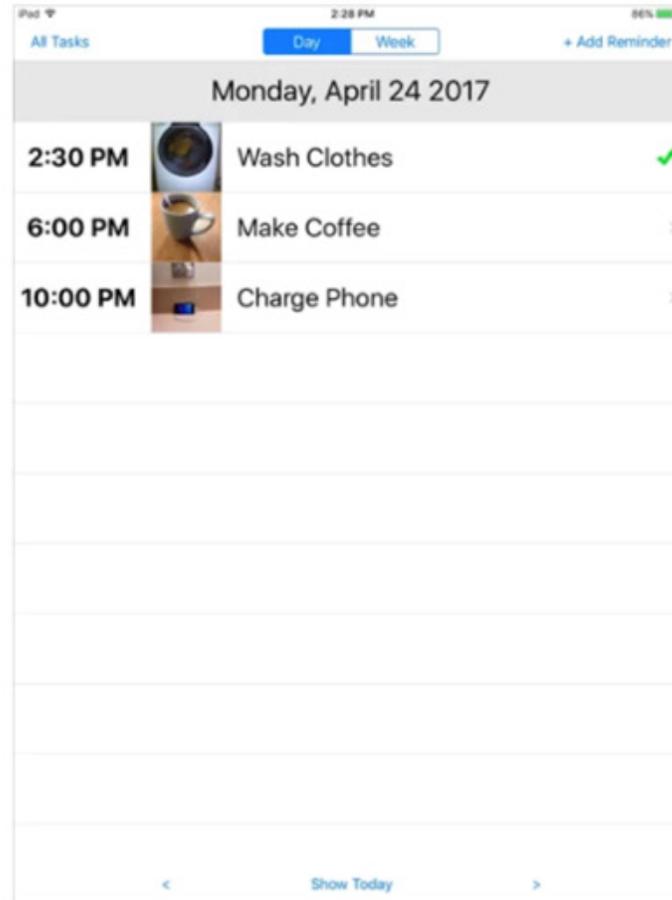
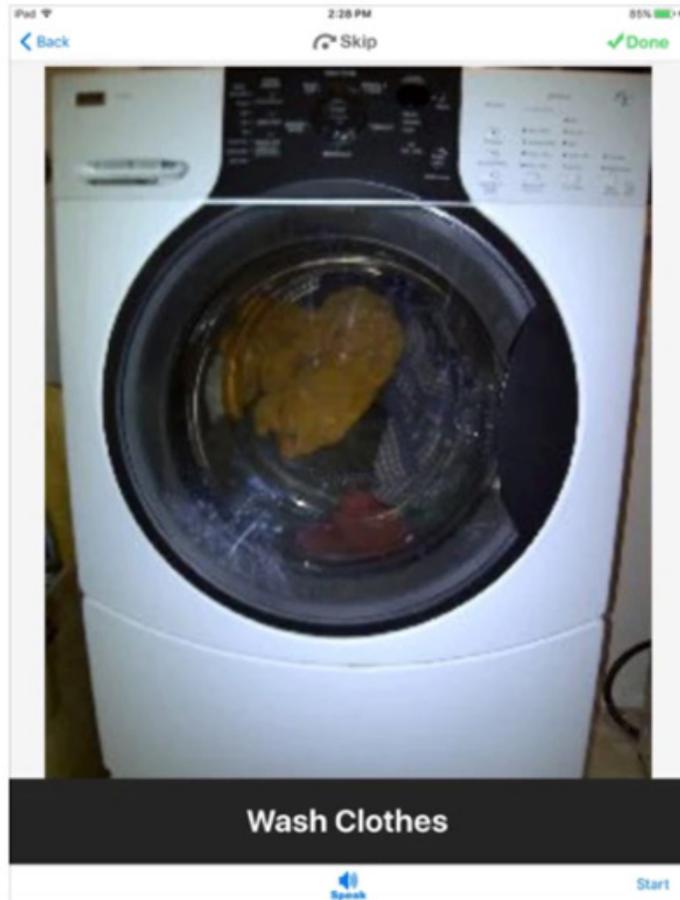
CanPlan

Features:

- Task sequencing: breaks each task into an easy-to-follow sequence of photos, with optional text or audio
- Virtually any activity can be broken into a sequence of easy-to-follow steps, illustrated by photos and reinforced with optional text and audio.
- Scheduling and reminder features ensure each task gets done on time.
- Take photos of each step in a task, add text or audio as needed. The task is then filed under a customizable set of categories, which could include areas such as: food preparation, household chores, shopping, transportation, exercise, and workplace tasks.



CanPlan Sample



How to Use Transition Assessment Results



Case Study—Lilly

- Lilly is an ungraded 20-year-old student with multiple disabilities who lives at home with her parents. Lilly is educated primarily in a special class with other peers who have high support needs.
- She participated in one transition assessment this school year:
 - Pictorial Career Interest Survey
- Lilly's parents also completed two transition assessments this year:
 - Personal Preference Indicators
 - Parent Survey/Interview
- Lilly's teachers have completed task analyses and performance logs related to her work-based learning (WBL) experiences.

Lilly's Case Study: Using Transition Assessment Results (1 of 5)

When developing:

Present Levels of Performance
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to
Transition Service Needs

Courses of Study

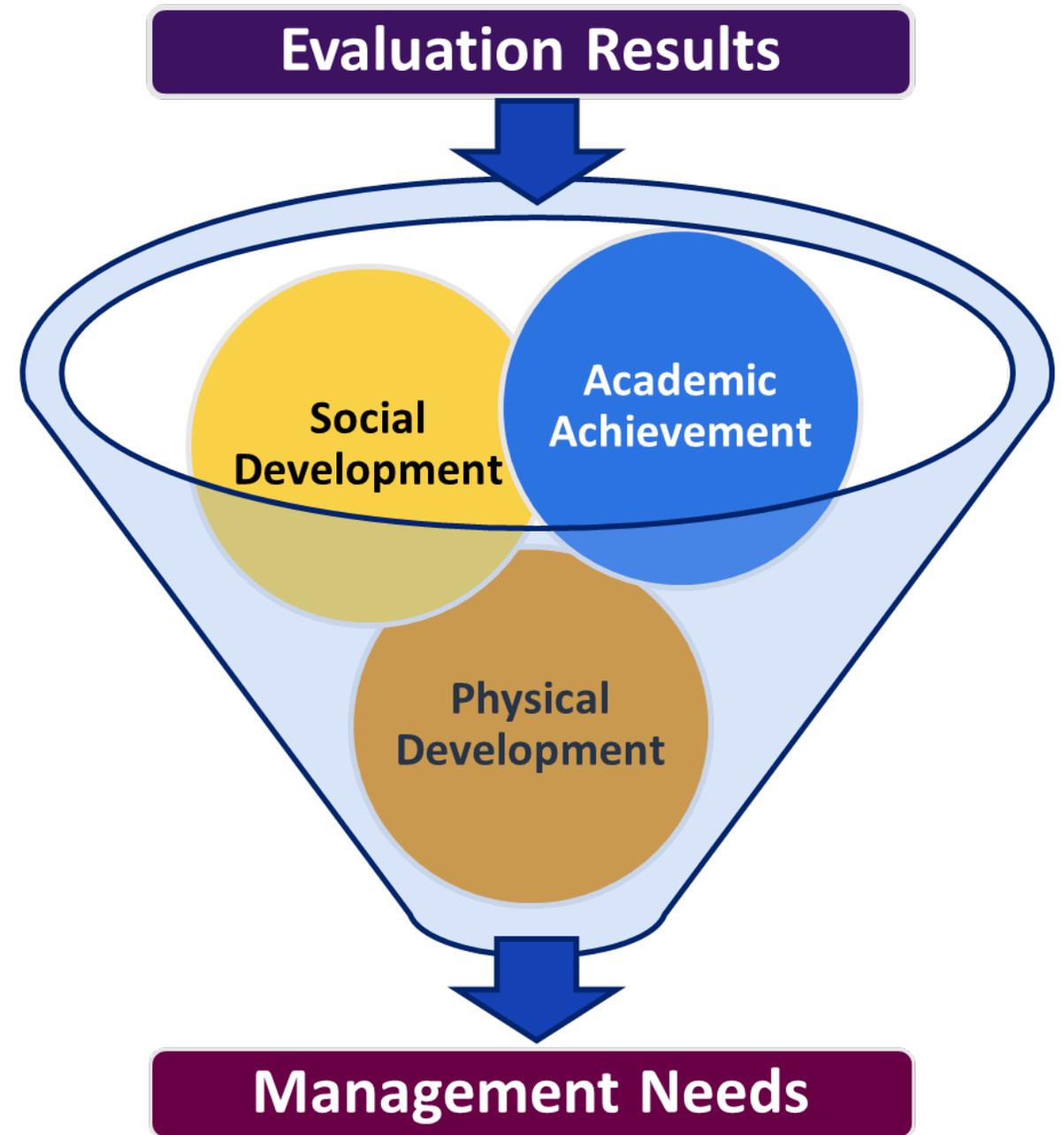
Coordinated Set of Activities

Lilly's Evaluation Results

Four areas addressed in documenting present level of performance and individual needs

Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the parent



Lilly's Pictorial Interest Inventory

Score Sheet

Key Letter	Number of X's	Interest Area
A	0	Automotive
B	1	Clerical
C	4	Food Services (meal prep and helping customers)
D	2	Custodial/Housekeeping
E	1	Landscape/building trades
F	1	Materials and handling
G	3	Caring for others
H	4	Retail (helping customers and displays)

Lilly's Personal Preference Indicators

SOCIAL Socialization Indicators

How does the person communicate on his/her own? Head turns and humming or grunting sounds

Does the person have a nickname? If so, what is it? Yes, we call her Lil

How accurately does the person relate information to you and to others? She can make choices but not speak

Does the person have a sense of humor? Yes! She makes noises whenever her brother is being funny

How does the person show affection? She turns her head towards the person and makes humming sounds

Does the person require excessive feedback and/or direction? Lilly needs hand-over-hand assistance

How would you describe the person's relationship with his/her peers? Lilly loves to be around peers

Does the person request to be with or visit someone—relative, friend, etc.? She likes to be around family and friends

Does the person have a concept about being cautious with strangers? Yes, she looks uncomfortable with strangers

Does the person respond to facial expressions? Which ones? How? Sometimes, she hums when we are laughing

Does the person use facial expressions to communicate? Which ones? What do they mean? Not really

Parent Survey/Interview

Completed by Lilly's Parents



Parent/Guardian Questions

① What do you see as *(student's name)* greatest strengths?

Lilly tells us her wants/needs through head turns and humming or grunting sounds.

② What skills would you like to see *(student's name)* improve or learn over the next year?

We would like Lilly to increase her ability to use a head switch for communication.

③ What goals would you like *(student's name)* to pursue?

We would like Lilly to attend a day program and volunteer or work in the community.

Lilly's Transition Assessment Information

In December 20XX, Lilly took the Pictorial Interest Inventory. In January 20XX, Lilly's parents completed the Personal Preference Indicators survey and a parent survey/interview.

- Lilly expressed interest in food services and retail.
- Lilly enjoys music and looking at window displays at the mall. She also likes to be in the kitchen while her parents cook dinner.
- Lilly enjoys being around people, especially her family and caregivers.
- Her parents would like to see her increase her use of functional communication by incorporating a head switch, or similar communication device.
- They would like Lilly to volunteer or work in the community in addition to attending a day program.

Lilly's Academic Achievement, Functional Performance, and Learning Characteristics

- Levels of knowledge and development in subject and skills and information:
 - Lilly requires intensive supports to access content and activities within the school. She receives specially designed instruction (SDI) with intensive modifications and accommodations.
- Student strengths, preferences, and interests:
 - She likes listening to music and has expressed interest in food services and retail.
 - She can communicate preferences and interests with gestures and/or eye contact.
 - At home, Lilly likes to help during meal preparation.
 - Lilly's parents report that she enjoys looking at window displays in a busy mall.

Lilly's Academic Achievement, Functional Performance, and Learning Characteristics (continued)

- Academic, developmental, and functional needs of the student:
 - Limitation with motor skills and requires hand-over-hand assistance for all activities.
 - Instruction and support on increasing the use of a head-activated switch with consistency.
 - Parents would like for Lilly to continue to work on her functional reading skills.

Lilly's Social Development

- The degree and quality of the student's relationships with peers and adults; feelings about self and social adjustment to school and community environments:
 - Lilly enjoys group activities but has difficulty adjusting quickly to different environments.
 - She responds well to adults/school staff that she knows and appears uncomfortable with initial interactions with strangers in the community.
- Student strengths:
 - Lilly communicates her likes by turning her head toward a preferred activity or humming. She communicates dislikes by turning her head away from an activity or grunting.
 - At her WBL site, Lilly was able to direct customers of the Sip-Em school-based enterprise to fill out order forms using a head switch with pre-recorded responses on three occasions with verbal prompts.

Lilly's Social Development (continued)

- Social development needs of the student that are of concern to the parent:
 - Lilly needs to increase her functional communication skills as indicated by structured teacher observations.
 - Lilly needs to practice self-determination skills by making choices on preferred activities/settings.
 - Lilly needs to continue to improve her ability to complete job-related tasks with minimal prompting.
 - Parents expressed a concern about balancing Lilly's preference for being around people and her need for downtime, due to her physical and medical needs. They would like to see her continue to work on using her head switch.

Lilly's Physical Development

- The degree and quality of the student's motor and sensory development, health, vitality, and physical skills pertain to the learning process:
 - Lilly relies on help from others to move her electric wheelchair with hand-over-hand support, especially when she is fatigued; and to place her in a chair, a stander, or on a mat for all activities.
 - She has limited fine motor skills requiring hand-over-hand assistance for all activities.
 - Due to Lilly's medical needs, she demonstrates limited stamina.

Lilly's Physical Development (continued)

- Student strengths:
 - Lilly can use head gestures to communicate and is receptive to hand-over-hand assistance to participate in classroom/vocational activities.
- Physical development needs of the student:
 - Lilly needs support moving from one activity to the next and requires a two-person lift or a mechanical device for all transfers.
 - She requires a schedule that accommodates periods of alertness, e.g., mid-morning.
 - Physical needs and self-care supports limit her ability to participate in numerous WBL experiences.
 - Lilly's parents want to ensure that her work experience at the Sip-Em coffee shop is meeting her physical needs and that Lilly is receiving enough downtime during the day.

Lilly's Management Needs

- The nature and degree to which environmental, human, or material resources are needed to address needs identified on previous slides.
 - **Environmental Modifications**—Lilly needs:
 - Adaptive equipment for transfers
 - Adaptive equipment for communication
 - Breaks to support stamina throughout the day
 - **Human Resources**—Lilly needs:
 - Nursing for medical needs
 - Adult support for mobility
 - Adult support to access the curriculum and safely travel between classes
 - **Material Resources**—Lilly needs:
 - Access to visual cues for attention
 - Instructional material in alternative formats

Lilly's Case Study: Using Transition Assessment Results (2 of 5)

When developing:

Present Levels of Performance
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to
Transition Service Needs

Courses of Study

Coordinated Set of Activities

Measurable Postsecondary Goals

Long-term goals for living, working, and learning as an adult

- Education/Training
- Employment
- Independent Living (when appropriate)
 - Independent Living Skills are required when a student is taught to alternate achievement standards.

Lilly's Measurable Postsecondary Goals

- **Education/Training**

- After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills.

- **Employment**

- After high school, given intensive support from a job coach, Lilly will obtain part-time employment or a volunteer position in a setting she enjoys (e.g., the mall, a coffee shop, a restaurant, or public music venue).

- **Independent Living**

- After high school, Lilly will continue to live at home with family and use a head switch system of communication so that she can effectively communicate her wants and needs.

Lilly's Transition Needs



- Consider the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.
- Review transition assessment results to identify needs and create annual transition goals, activities, and services based on the results.

What transition needs are identified through Lilly's transition assessment results?

Lilly's Case Study: Using Transition Assessment Results (3 of 5)

When developing:

Present Levels of Performance
and Individual Needs

Measurable Postsecondary Goals

**Annual Goals Related to
Transition Service Needs**

Courses of Study

Coordinated Set of Activities

Lilly's Postsecondary Goal: Education and Training

Postsecondary Education and Training Goal—After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills.

Transition Need—Lilly needs to continue to improve her communication and self-care skills.

Lilly's Annual Goal to Support Education/Training

Annual Goal: Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) participate/actively respond in classroom activities with 70% accuracy as measured by teacher rubrics.

- Criteria: 70% accuracy over the course of 4 weeks
- Method: Teacher rubric
- Schedule: Weekly

Benchmark 1: Lilly will utilize a head switch to answer yes and no questions with moderate prompting (3-5 physical prompts).

Benchmark 2: Lilly will utilize a head switch to answer yes and no questions with minimal prompting (1-2 physical prompts).

Benchmark 3: Lilly will answer a story elements question with moderate prompting (2-5 verbal prompts).

Benchmark 4: Lilly will answer a story elements question with minimal prompting (1-2 verbal prompts).

Lilly's Postsecondary Goal: Employment

Postsecondary employment goal—After high school, given intensive support from a job coach, Lilly will obtain part-time employment or a volunteer position in a setting she enjoys (e.g., the mall, a coffee shop, restaurant, or public music venue).

Transition need—Lilly needs to continue to improve her ability to complete job-related tasks with minimal prompting.

Lilly's Annual Goal to Support Employment

Annual Goal: Given direct instruction for completing a job-related task, and a system of least prompting provided by the job coach, Lilly will complete a job-related task (directing customers) with 75% accuracy by the end of the 1st school semester.

- Criteria: 2 consecutive trials over 2 weeks
- Method: Structured teacher observation
- Schedule: Weekly

Short-term objective 1: Lilly will greet customers upon entering the coffee shop with minimal prompting (1–2 physical prompts).

Short-term objective 2: Lilly will direct customers to complete an order form with minimal prompting (1–2 physical prompts).

Short-term objective 3: Lilly will direct customers to place their completed order form in the order basket (1–2 physical prompts).

Lilly's Postsecondary Goal: Independent Living

Postsecondary independent living goal—After high school, Lilly will continue to live at home with family and use a head switch system of communication so that she can effectively communicate her wants and needs.

Transition need—Lilly needs to continue to develop her self-determination skills of choice-making.

Lilly's Annual Goal to Support Independent Living

Annual goal: Given four options for leisure activities to participate in during the school day, Lilly will identify her likes and dislikes by using her communication device.

- Criteria: In 3 out of 4 trials, over 4 weeks
- Method: Recorded observations
- Schedule: Weekly

Benchmark 1: Lilly will express a like or dislike for one leisure activity by using her communication device.

Benchmark 2: Lilly will express a like or dislike for two leisure activities by using her communication device.

Benchmark 3: Lilly will express a like or dislike for three leisure activities by using her communication device.

Lilly's Case Study: Using Transition Assessment Results (4 of 5)

When developing:

Present Levels of Performance
and Individual Needs

Measurable Postsecondary Goals

Annual Goals Related to
Transition Service Needs

Courses of Study

Coordinated Set of Activities

Lilly's Course of Study

Based on Lilly's assessment results and interests, Lilly will receive SDI in a modified general education curriculum that includes skill development in the following areas:

- Life Skills;
- Functional Finance;
- Modified Health; and
- Music Appreciation.

In addition, Lilly will be working toward the achievement of the Career Development and Occupational Studies (CDOS) learning standards to support the Skills and Achievement Commencement Credential which includes participating in a supervised work experience.

Lilly's Case Study: Using Transition Assessment Results (5 of 5)

When developing:

**Present Levels of Performance
and Individual Needs**

Measurable Postsecondary Goals

**Annual Goals Related to
Transition Service Needs**

Courses of Study

Coordinated Set of Activities

Lilly's Coordinated Set of Transition Activities



Needed Activities	Service/Activity	District/Agency Responsible
Instruction	SDI in functional math and reading	Special Education Teacher, ABC District
Related services	Receive instruction on how to use a head-activated switch to increase functional communication	Speech-language Pathologist, ABC District
Community experiences	Visit community-based employment in preferred settings: record store, skating rink, and coffee shop	Job Coach, ABC District

Lilly's Coordinated Set of Transition Activities (continued)

Needed Activities	Service/Activity	District/Agency Responsible
Employment and other post-school adult living objectives	Tour postsecondary day habilitation programs for individuals with intellectual and developmental disabilities	Care Coordinator, XYZ Agency
Daily living skills (if applicable)	Identify options for participation in recreational activities in the community	Special Education Teacher, ABC District
Functional vocational assessment (if applicable)	Receive weekly situational assessments through task analysis and work performance logs	Job Coach, ABC District

Lilly's IEP Mapping Tool



Using Lilly's Transition Assessment Results to Inform Her IEP

Transition Planning IEP Mapping Template

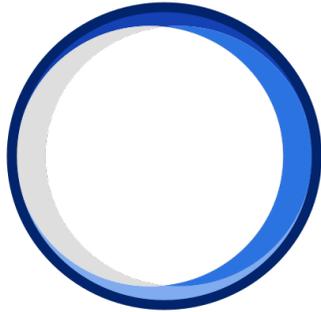
Date _____

Student Name: _____

Evaluative Results	Present Levels of Performance	Measurable Postsecondary Goals	Transition Needs	Transition-Related Annual Goals	Coordinated Set of Activities
<p><u>Transition Assessments:</u> Pictorial Career Interest Inventory: Highest interest areas:</p> <ul style="list-style-type: none"> • Food Services (meal prep and helping customers) • Retail (helping customers and displays) <p>Student Transition Survey: At school Lilly likes work, art, and music. She would like</p>	<p><u>Strengths:</u> Lilly can communicate preferences with gestures, sounds, and eye contact. She is beginning to direct customers to fill out order forms using a head-switch and pre-recorded responses with verbal prompts.</p> <p><u>Preferences:</u> Lilly prefers to be included in group activities and being around family,</p>	<p><u>Education/Training:</u> After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills.</p> <p><u>Employment:</u> After high school, given intensive support from a job</p>	<p><u>Transition Needs:</u> Lilly's transition needs include:</p> <ul style="list-style-type: none"> • Improving functional reading skills. • Improving functional communication skills including instruction and support on increasing the use of a head-activated switch with consistency. • Practice self-determination skills by making choices on preferred 	<p><u>Education/Training Goal:</u> Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) participate/actively respond in classroom activities with 70% accuracy as measured by teacher rubrics.</p> <ul style="list-style-type: none"> • Criteria: 70% accuracy over the course of 4 weeks 	<p><u>Instruction:</u> Specially designed instruction in functional math and reading</p> <p><u>Related Services:</u> Instruction on how to use a head-activated switch to increase functional communication</p> <p><u>Community Experiences:</u> Visit community-based employment in</p>

Wrap-Up Activity

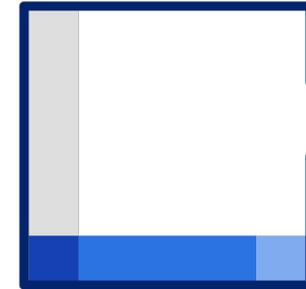
Leaving in Good Shape



What do you still have questions about?



What three things could you use from today moving forward?



What's squared away?
What do you really understand?

Resources

- [CareerOneStop Career Videos in English and Spanish](#)
- [ChoiceMaker Self-Determination Lesson Materials](#)
- [Diagnostic Adaptive Behavior Scale \(DABS\)](#)
- [Employment Support Indicators](#)
- [Life Skills Inventory Independent Living Skills Assessment Tool](#)
- [Personal Preference Indicators](#)
- [Picture Interest Career Survey \(PICS\) 3rd Edition](#)
- [Postsecondary Education and Experience \(PEaE\) Assessment](#)
- [Self-Directed Employment](#)
- [Supports Intensity Scales \(SIS-C\) for Children and Adults](#)
- [TPI-3 Modified Form for Students with Autism or Other Significant Support Needs](#)
- [Transition Rating Scale \(TRS\) 3.0](#)

References (1 of 5)

Austin, K. M. (2011). Task analysis supplement. Richmond, VA: Virginia National Professional Development Center on Autism Spectrum Disorders Summer Institute.

Blustein, C. L., Carter, E. W., & McMillan, E. D. (2016). The voices of parents: Post-high school expectations, priorities, and concerns for children with intellectual and developmental disabilities. *The Journal of Special Education, 50*(3), 164–177. <https://doi.org/10.1177/0022466916641381>

Brigman, H. E. (2014). Age at application for vocational rehabilitation services as a predictor of employment outcomes for transition-age youth. (Doctoral dissertation, Auburn University). <https://etd.auburn.edu/handle/10415/4421>

Carter, E. W. Sisco, L. G., & Mhung, Yun-Ching (2010). Peer interactions of students with intellectual disabilities: A map of the intervention literature. *Research & Practice for Persons with Severe Disabilities, 35*(3), 63–79.

References (2 of 5)

- Carter, E. W., Austin, D., & Trainor, A. A. (2011). Factors associated with the early work experience of adolescents with severe disabilities. *Intellectual and Developmental Disabilities, 49*(4), 233–247. <https://doi.org/10.1352/1934-9556-49.4.233>
- Carter, E. W., Austin, D., & Trainor, A. A. (2012). Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies, 23*, 50–63. <https://doi.org/10.1177/1044207311414680>
- Doren, B., Gau, J. M., & Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children, 79*, 7–23. <https://doi.org/10.1177/001440291207900101>
- Eisenman, L. T. (2007). Social networks and careers of young adults with intellectual disabilities. *Intellectual and Developmental Disabilities, 45*(3), 199–208. [https://doi.org/10.1352/1934-9556\(2007\)45\[199:SNACOY\]2.0.CO;2](https://doi.org/10.1352/1934-9556(2007)45[199:SNACOY]2.0.CO;2)

References (3 of 5)

- Foley, K-R., Jacoby, P., Girdler, S., Bourke, J., Pikora, T., Lennox, N., Einfeld, S., Llewellyn, T., Parmenter, R., & Leonard, H. (2012). Functioning and post-school transition outcomes for young people with Down syndrome. *Child: Care, Health and Development*, 36(6), 789-800. <https://doi.org/10.1111/cch.12019>
- Isakson, C. L., Burghstahler, S., & Arnold, A. (2006). AAC, employment, and independent living: A success story. *Assistive Technology Outcomes and Benefits*, 3(1), 67–79.
- Martinez, D. C., Conroy, J. W., & Cerreto, M. C. (2012). Parent involvement in the transition process of children with intellectual disabilities: The influence of inclusion on parent desires and expectations for postsecondary education. *Journal of Policy and Practice Intellectual Disabilities*, 9(4), 279–288. <https://doi.org/10.1111/jppi.12000>

References (4 of 5)

- National Technical Assistance Center on Transition (2018). Monitoring Student Progress for Transition: A Toolkit for Collecting Student Level Transition-Related Data, D. Rowe, S. Lee, A. Ingram, R. Marable, C. H. Fowler, & S. Kwiatek
- Papay, C. K., & Bambara, L. M. (2014). Best practices in transition to adult life for youth with intellectual disabilities. *Career Development and Transition for Exceptional Individuals*, 37(3), 136–148. <https://doi.org/10.1177/2165143413486693>
- Simonsen, M. L., & Neubert, D. A. (2012). Transitioning youth with intellectual and other developmental disabilities: Predicting community employment outcomes. *Career Development and Transition for Exceptional Individuals*, 36(3), 188–198.
- Sitlington, P. L., Neubert, D. A., & Leconte, P. J. (1997). Transition assessment: The position of the division on career development and transition. *Career Development for Exceptional Individuals*, 20, 69–79. <https://doi.org/10.1177/088572889702000106>

References (5 of 5)

Sitlington, P. L., & Payne, E. M. (2004). Information needed by postsecondary education: Can we provide it as part of the transition assessment process? *Learning Disabilities: A Contemporary Journal*, 2(2), 1–14.

Contact Us

TAP for Transition

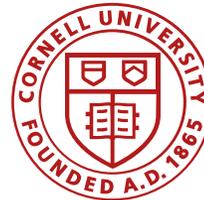
Amber McConnell, Director
TAPtransition@cornell.edu



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Transition



Cornell University

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.