



Transition Assessment: The Foundation of Transition Planning

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A little about us





A Little About You

- 
- When you were in high school, what career did you want?
 - Did it happen?
 - How did you find out the career was or was not for you?

What job should you have??



<https://www.buzzfeed.com/ashleyperez/what-career-should-you-have>

Housekeeping

- You are encouraged to use the chat box to ask questions or make comments.
- Keep your microphones muted (unless you are in a breakout room or are invited to ask a question or make comments).
- Be respectful and mindful of others on the webinar—we all come from varying backgrounds, and our knowledge bases are different.
- Channel your inner student and get ready to learn some STUFF!
- Use the QR codes and/or Tiny URLs provided to access the resources presented.

Think and Share

Throughout the trainings, there will be times where we will “THINK and SHARE”.

You will be given about 60-90 seconds to think about the question, prompt, or topic.

I will invite you to SHARE what you reflected on, a possible solution, or answer the question.

Apple Devices

- **Open camera app**
- **Point camera at QR Code**
- **Click on link that appears at top of your screen**

Android Users

- **Search QR code reader in App Store**
- **Download app (picture to right shows examples)**
- **Open app, point at QR code, click on link**

How to use QR Codes



The BEST QR Code Readers





What is the purpose of special education as defined by IDEA 2004?

THE PURPOSE OF IDEA!

The Purpose of special education



... a free appropriate public education that emphasizes special education and related services designed to meet students' unique needs and to

prepare them for further education, employment, and independent living.

How does IDEA Define Transition?

Transition is results-oriented - The transition requirements of IDEA have shifted to focus on a results-oriented approach so that the IEP documents the actions and goals identified in order to work toward the vision or future plans of the student.

Transition is student-centered – the student's vision and plans for the future are the driving force behind transition planning.

Transition is a coordinated effort – coordinating the student, family, school personnel, and possibly personnel from agencies outside of the school.

Transition Age!

- **IDEA 2004:** transition planning beginning not later than the first IEP to be in effect when the child is 16 and updated annually.
- But what does Alabama Law Say??
- So question – when does the actual planning start?

Any VR people out there:

What is the purpose of
Rehabilitation Act? WIOA?

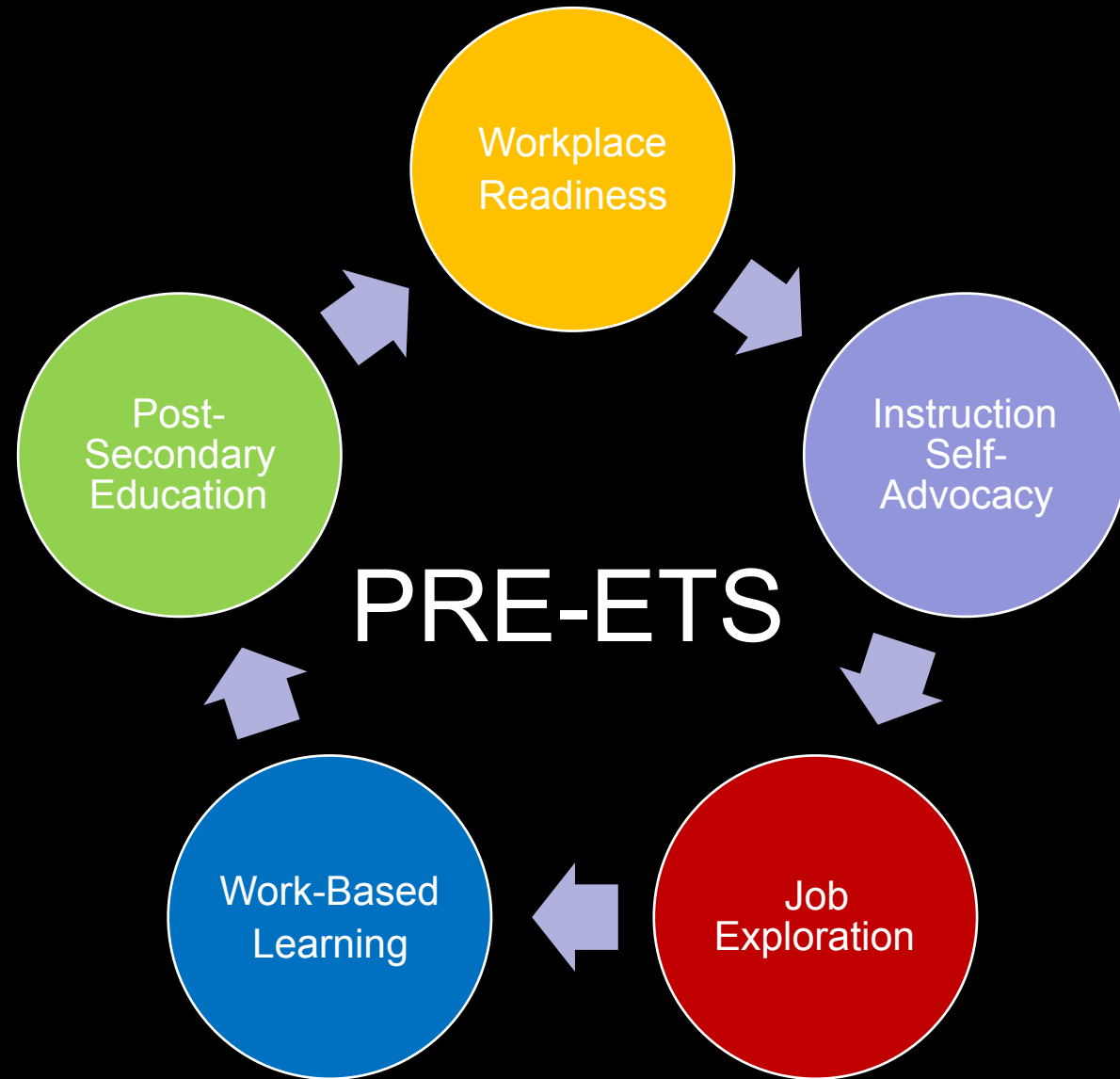
What is the purpose of Pre-Employment
Transition Services?

- In **2014**, the Workforce Innovation and Opportunity Act (WIOA) reauthorized the **Rehabilitation Act of 1973** and placed a strong emphasis on expanding the LEA and VR collaboration by requiring VR programs to set aside **15%** of their federal funds for the provision of **Pre-Employment** Transition Services (Pre-ETS) to students with disabilities, including potentially eligible students.

Who is eligible for Pre-ETS?

A Student with a disability is an individual with a disability in a secondary, postsecondary, or other recognized education program who

- is not younger than the earliest age for the provision of transition services under the Individuals with Disabilities Education Act unless the state elects a lower minimum age for receipt of pre-employment services and is not younger than that minimum age (i.e., age 14); and
- is not older than 21; unless the individual state law provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act and is not older than that maximum age (i.e., age 22); and
- is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act or
- is an individual with a disability, for purposes of section 504.



PRE-ETS

Workplace
Readiness

Instruction
Self-
Advocacy

Job
Exploration

Work-Based
Learning

Post-
Secondary
Education

#FACTS

Students who receive adequate and appropriate transition services attain more positive postschool outcomes (Test et al. 2009; Landmark & Zhang, 2012; Mazzotti et al., 2013).

Furthermore, students who receive satisfactory transition services are more likely to be employed, go to college, and live independent lives (Mazzotti et al., 2013; Test et al., 2009).

#MOREFACTS

Appropriate transition planning is also a positive predictor of postsecondary education enrollment (Erickson et al., 2014).

This establishes the connection between quality, compliant transition plans and better outcomes (Gaumer-Erickson et al., 2014; Grigal, Test, Battie, & Wood, 1997; Landmark & Zhang, 2012; Test et al., 2009).

Basically...

Better Transition Plans =
Better Services =
Better Outcomes



Part B Indicator 13

Compliant and Transition
Rich IEPs

Compliant and Quality Transition Plans

=

Appropriate Transition Services

=

Better Post-School Outcomes

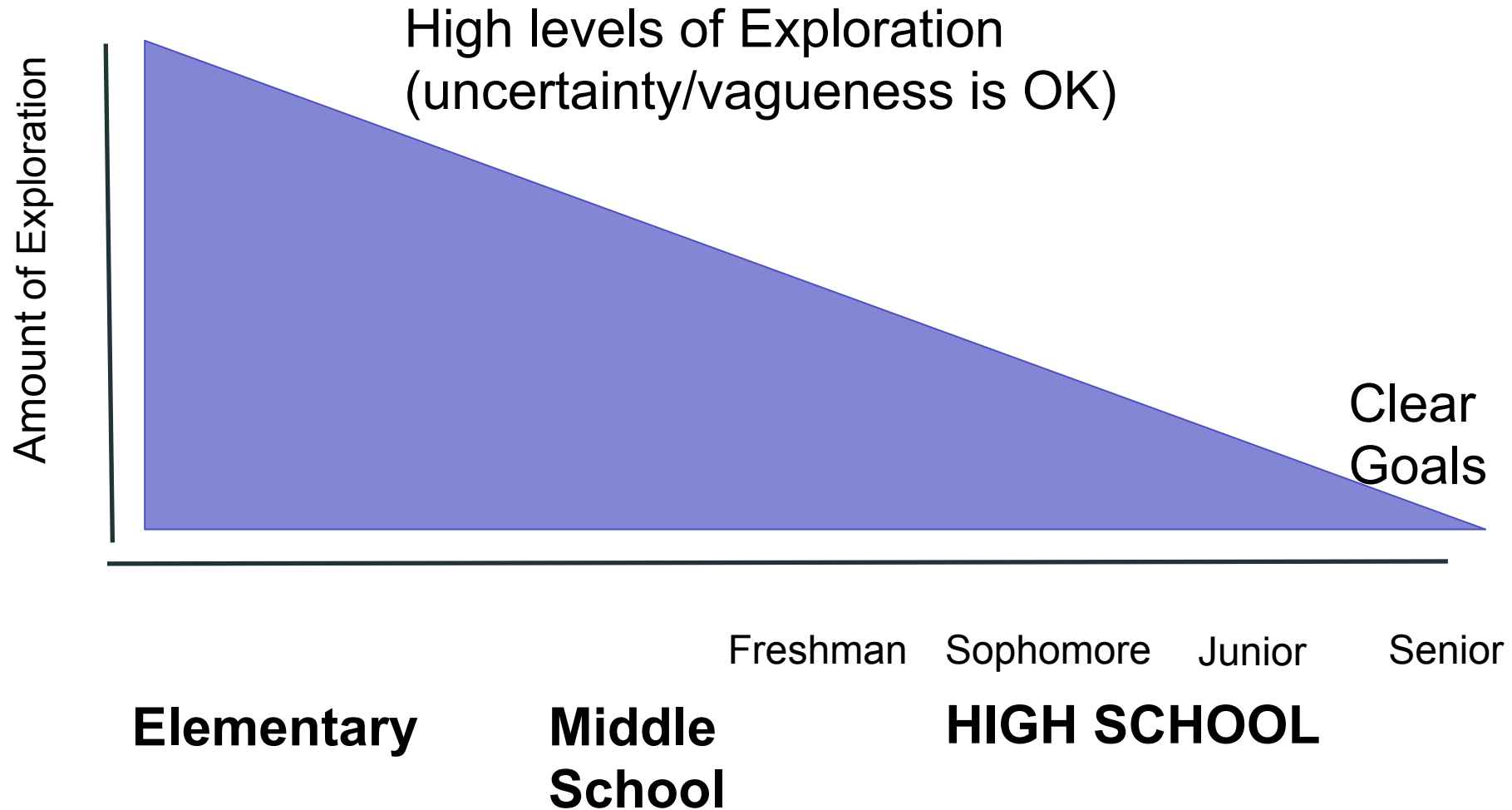
Gaumer-Erickson et al., 2014; Grigal, Test, Battie, & Wood, 1997; Landmark & Zhang, 2012; Mazzotti, Rowe, Cameto, Test, & Morningstar, 2013; Test et al. 2009

Indicator 13 – Eight Required Elements

22

1. **Appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living**
2. **Updated annually**
3. **Based on age-appropriate transition assessment**
4. **Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals**
5. **Transition services include courses of study that will reasonably enable the student to meet postsecondary goals**
6. **Annual IEP goal related to the student's transition services needs**
7. Evidence the student was invited to the IEP Team meeting where transition services were discussed
8. If appropriate, evidence a representative of any participating agency was invited to the IEP meeting with the prior consent (parent or student who has reached the age of majority)

Fluff Scale



Transition Assessment is the **CORNERSTONE** of Transition



Recommendations for Best practice

Implications for Best Practice

BEST PRACTICE!



Administer transition
assessments every year
(annually)



Use a variety of assessments
(2+)



Use FORMAL Assessments
(at least 1)

**Transition
Assessment
Areas
UNDER IDEA**

Education/Training

Employment

Independent Living

**Transition
Assessment
Areas
WIOA**

Job Exploration

Workplace Readiness

Self-Advocacy

Work-Based Learning

Post-Secondary Education

Building a Transition Assessment Battery



- 1. Annually



- 2. More than one



- 3. At least one formal



- 4. Address areas of

- ?
- ?
- ?

What Types of Assessments Are There?

- Holistic Transition Inventories
- Career Interest Inventories
- Self-Determination
- Specific skill Assessment
- Independent Living
- Formal
- Informal

**Think and Share:
Where to Start**

1. Which Transition Assessments are your GO-TO assessments?
2. Choose one to two best practices in transition planning that you can implement this school year.
3. Identify who can you share this information with? (co-worker, parent, administrator, friend) and determine how will you share with that person.

SHARE!

Let's Rate from Hate to Great

1. Hate

2. Dislike

3.
Neutral

4. Like

5. Love
(GREAT)

Holistic Transition Assessment





Post-Secondary Education

Workplace Readiness

Work-Based Learning

Instruction Self-Advocacy



Formal

Transition Assessment And Goal Generator (TAGG)

Assessment For Tyrus Thompson

General Instructions

For each statement, think about the student's behaviors over the last year. Rate on a scale of 1 to 5 how well you think each statement best describes the student's behavior.

1 = rarely performed the action within the past year

2 = performed the action a few times or did not do well when performing the action

3 = performed the action several times or did a fair job of completing this action

4 = performed the activity many times or did a good job of competing this action

5 = performed this activity often or was successful at completing this action

[▶ Play Audio](#) [▶ Play ASL Video](#)

Strengths and Limitations

Students express personal areas of mastery and limited ability. The student may not use correct terminology but is able to describe strengths and non-disability related limitations, and how the strengths and limitations affect him or her. The student identifies situations in which successes and failures may occur. Successful students are able to describe personal strengths and limitations, but may not use correct terminology.

[▶ Play Audio](#) [▶ Play ASL Video](#)

1. The student told someone what he or she does well.

[▶ Play Audio](#) [▶ Play ASL Video](#)

Rarely					Often
1	2	3	4	5	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. The student told someone what he or she has trouble doing.

[▶ Play Audio](#) [▶ Play ASL Video](#)

Rarely					Often
1	2	3	4	5	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Study Results Profile



Charts compare student's results to norm sample



Look at the Greatest & Relative Strengths by User



Look at the Greatest & Relative Needs by User



Read through summary of assessment results



Read through suggested annual transition goals matched to greatest needs

Student: Chad Bailey

AGE: 30

SEX: Male

Grade: 11

ID: chadtest1

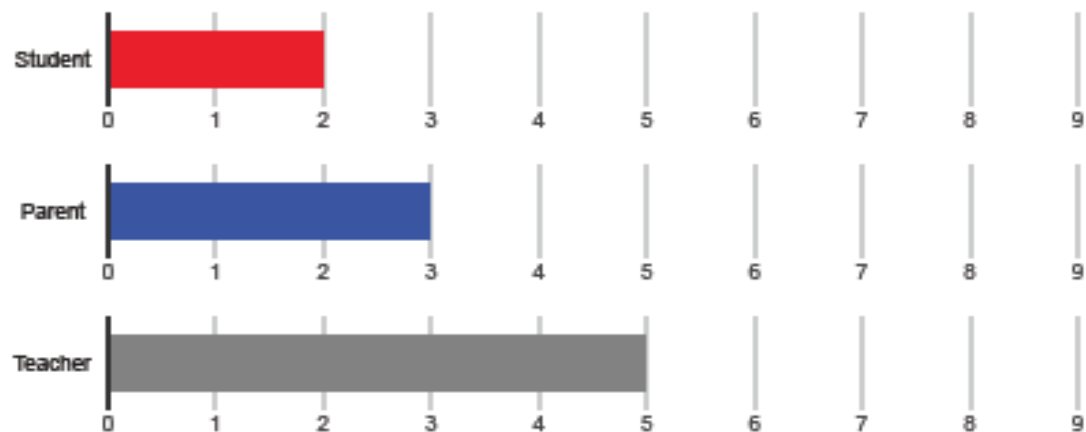
Date: 2013-02-28 19:29:14

School: University of Oklahoma

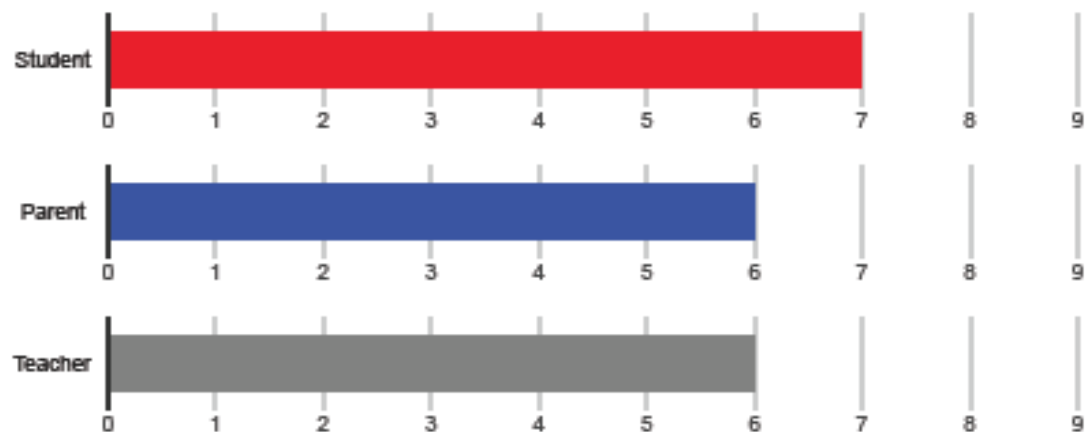
The Transition Assessment and Goal Generator (TAGG) measures eight areas of behaviors associated with education and employment beyond high school. The scales below describe each of the eight areas of behavior and this student's performance in those areas.

Overall

Strengths and Limitations



Disability Awareness



Strengths and Limitations (Based on Family Responses)

The student will identify, in a mock interview, three tasks he or she has trouble doing and what would help to complete the tasks with 100% accuracy.

In a class presentation, the student will demonstrate three strategies he or she has used to compensate for limitations, scoring at least a 90% on the teacher-made presentation rubric.

Goal Setting and Attainment (Based on Student Responses)

After the student completes one transition goal, he or she will report progress to the IEP team and offer suggestions for the next transition goal at the next IEP meeting with 100% accuracy.

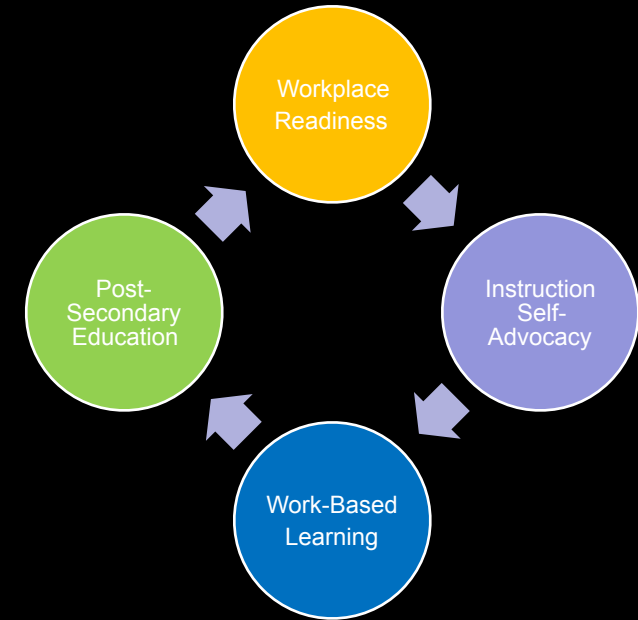
At the IEP meeting, the student will recall at least one transition goal and describe how the goal will help to meet his or her postsecondary goal with 90% accuracy as measured by a teacher-made rubric.

Employment (Based on Professional Responses)

The student will report to the class three unpaid jobs that he or she completed for family members and identify how two or more skills learned can be applied to a paid job with 100% accuracy as measured by a teacher-made rubric.

After completing two internships, the student will present to the class three or more of his or her job preference likes and dislikes with 100% accuracy as measured by a teacher-made rubric.

Transition Planning Inventory-3 (TPI-3)



<https://www.proedinc.com/Products/14165/tpi2-transition-planning-inventorysecond-edition.aspx>

LIVING: INDEPENDENT LIVING

26. Knows how to find a place to live when he/she leaves home.

- Knows how to evaluate and select living arrangements (e.g., independent roommate, supported living).
- Identifies strengths and limitations of various supported and independent living arrangements.
- Identifies house- and/or apartment-locating services and their costs, if available.
- Uses ads (newspaper and/or Internet) to locate an appropriate living arrangement.
- Knows the eligibility requirements of publicly funded (Section 8) housing.
- Identifies resources (e.g., local center for independent living or Section 8 office) for help with housing.
- Evaluates housing locations in relation to transportation needs for work, school, and other activities.
- Evaluates housing locations in relation to cost, safety, and convenience.
- Knows how to complete a rental or lease application.
- Knows the purpose for and implications of a security deposit.
- Identifies accommodations/modifications that may be necessary within an apartment or house.
- Evaluates residential options in terms of accessibility needs.
- Evaluates the cost associated with various living arrangement options.
- Knows how to budget for the next most logical and affordable living arrangement.
- Identifies information necessary for completing housing application materials.
- Identifies pertinent questions to ask a landlord or property manager.
- Describes the pros and cons of having one or more roommates.

27. Knows how to do routine household tasks.

- Participates in daily, weekly, monthly, seasonal, and/or annual cleaning schedules.

CURRENT EVENTS

- | Can your teenager | no | some | usually | always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| read the newspaper? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| watch the evening news and discuss current events? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| name the current president of the United States? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| find current online news? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TRANSPORTATION

- | Can your teenager | no | some | usually | always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| use public transit systems? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| drive a car safely? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| recognize minor mechanical problems? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| take the car to a reputable mechanic? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| change a tire? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| check the oil, water, transmission fluid, and windshield washer? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EMPLOYMENT

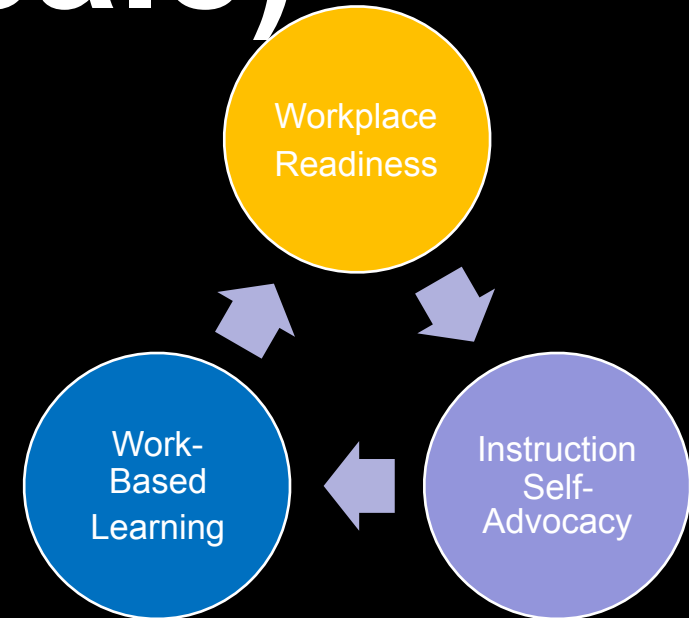
- | Does your teenager know how to | no | some | usually | always |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| apply for employment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| fill out an application form? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| obtain a social security card? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MONEY MANAGEMENT

- | Does your teenager know how to | no | some | usually | always |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| use a credit card? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| pay monthly bills? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| balance a checkbook? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| open a checking account? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| keep a bank account? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| open a savings account? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| apply for a loan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| write checks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| fill out income tax forms? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| use an ATM? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| use a debit card? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Independent Living
Postsecondary
Education/Training
Employment

ABES (Adaptive Behavior Evaluation Scale)



<https://www.hawthorne-ed.com/pages/adaptive%20behavior/ab1.html>

- If the behavior/skill has not been observed because the student has not yet developed the behavior/skill or chooses not to display the behavior/skill, the rating should be

1

DOES NOT DISPLAY THE BEHAVIOR/SKILL.

- If the student is beginning to develop/display the behavior/skill, but it is not yet developed to the point where the student is successful; the rating should be

2

IS DEVELOPING THE BEHAVIOR/SKILL.

- If the student has developed the behavior/skill but does not display the behavior/skill on a regular basis, the rating should be

3

DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY.

- If the student successfully displays the behavior/skill the majority of the time except in a few instances, the rating should be

4

DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME.

- If the student is consistently successful in all situations relative to the behavior/skill, the rating should be

5

DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY.

2

22. Displays appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)

2

23. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)

2

24. Displays appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately, etc.)

2

19. Displays appropriate grooming habits (e.g., appropriate hair length, beard trimmed, fingernails trimmed, etc.)

3

20. Turns on faucet, flushes toilet, operates light switch, etc.

1

21. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)

2

22. Displays appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)

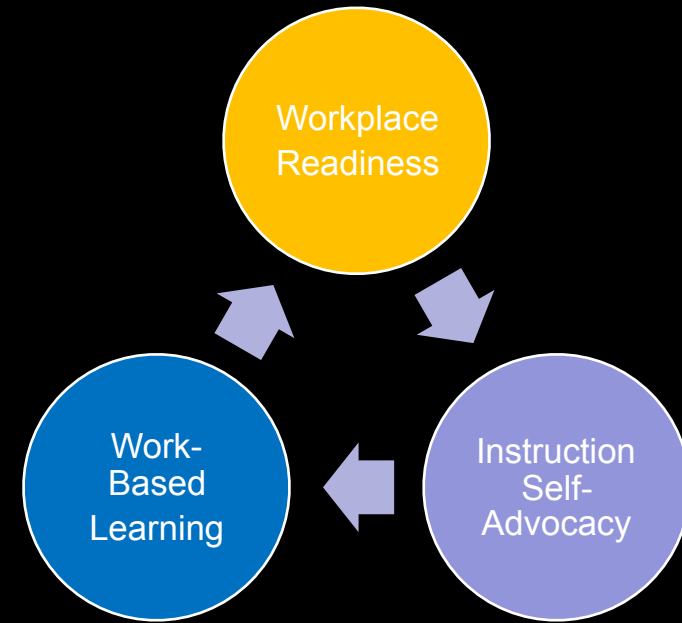
2

23. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)

Transition Behavior Scale



Formal



<https://www.hawthorne-ed.com/pages/transition/t2.html>

TBS

Work-Related, Interpersonal Relations, Social/Community

SOCIAL/COMMUNITY EXPECTATIONS

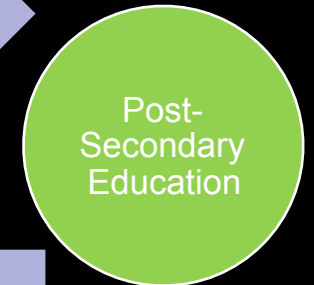
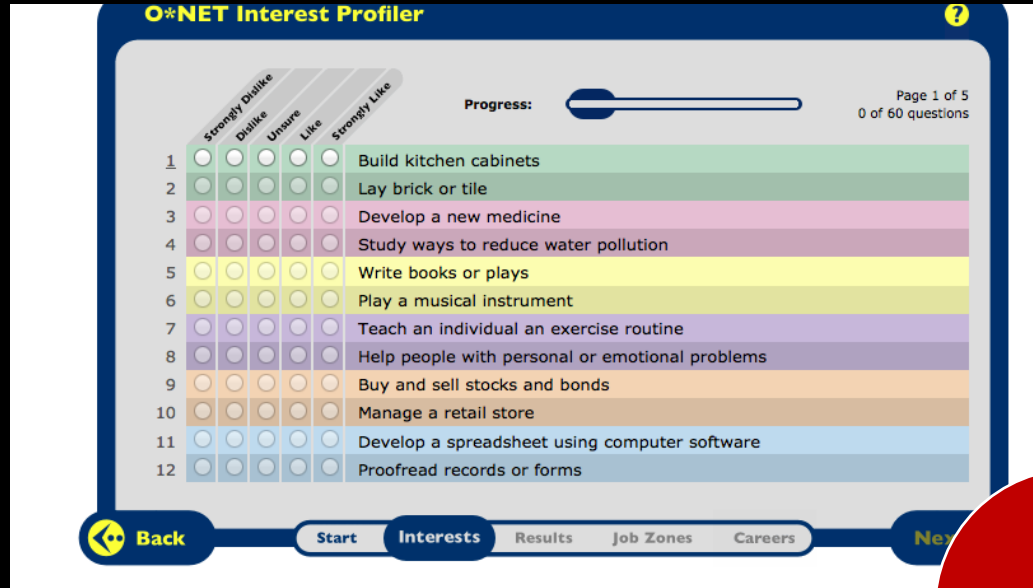
- 41. Is responsible for appropriate care of personal property
- 42. Responds appropriately to environmental cues (e.g., bells, signs, etc.)
- 43. Stays in an assigned area for the specified time period (e.g., classroom, building, school grounds, etc.)
- 44. Follows the rules of the classroom
- 45. Demonstrates appropriate behavior in non-academic settings (e.g., hallways, restrooms, cafeteria, library, etc.)

SUMMARY OF SCORES				
Subscales	Raw Score	Standard Score (Appendix A)	Percentile (Appendix B)	Standard Score SEM (Appendix D)
Work Related				
Interpersonal Relations				
Social/Community Expectations				

TOTAL SCORE			
Sum of Subscale SS	Quotient (Appendix C)	Percentile (Appendix C)	Quotient SEM (Appendix D)

Career Interest Inventories





<https://www.mynextmove.org/explore/ip>



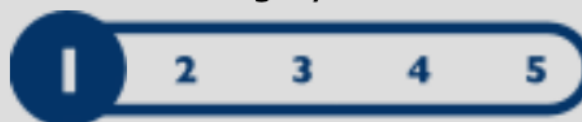
My Next Move

O*NET Interest Profiler

Formal



Click to change your Job Zone:



Job Zone One
little or no job preparation

Careers that fit your interests and preparation level:

- [Fishers & Related Fishing Workers](#)
- [Helpers--Painters, Paperhangers, Plasterers, & Stucco Masons](#)
- [Hunters & Trappers](#)
- [Meat, Poultry, & Fish Cutters & Trimmers](#)
- [Painting, Coating, & Decorating Workers](#)
- [Plasterers & Stucco Masons](#)
- [Roustabouts, Oil & Gas](#)

Click on a career to learn what they do.



EDUCATION



high school diploma/GED

or

no high school diploma/GED

usually needed

Get started on your career:



The educational level can help the student plan postsecondary goals for education—in this case the student would need a high school diploma/GED and in some cases a diploma or GED is not needed.



Packers & Packagers, Hand

Also called: Bagger, Inspector Packer, Packer, Selector Packer



What they do:

Pack or package by hand a wide variety of products and materials.

On the job, you would:

- Load materials and products into package processing equipment.
- Clean containers, materials, supplies, or work areas, using cleaning solutions and hand tools.
- Record product, packaging, and order information on specified forms and records.

Formatting.

- customer service

SKILLS

Basic Skills

- keeping track of how well people and/or groups are doing in order to make improvements

Social

- changing what is done based on other people's actions

ABILITIES

Hand and Finger Use

- hold or move items with your hands

Endurance

- exercise for a long time without getting out of breath

This information can help the student search for a job that will help him gain skills needed to become packager/handler.

TECHNOLOGY

You might use software like this on the job:

Spreadsheet software

- Microsoft Excel 🔥

Enterprise resource planning ERP software 🔥

- SAP 🔥

Office suite software

- Microsoft Office 🔥

The extra information helps create a course of study!

Career Clusters Student Interest Survey

The image shows a thumbnail of the 'Career Clusters Interest Survey' form. It includes fields for 'Name' and 'Date', and a 'School' field. Below these are three sets of questions, each with a 'Total' column for scoring. The questions are:

- Q1:** Activities that describe what I like to do (e.g., work with people, work with numbers, work with machines, work with computers, work with tools, work with plants/animals, work with people who are different, work with people who are the same, work with people who are older, work with people who are younger).
- Q2:** Activities that describe what I like to do (e.g., work with people, work with numbers, work with machines, work with computers, work with tools, work with plants/animals, work with people who are different, work with people who are the same, work with people who are older, work with people who are younger).
- Q3:** Activities that describe what I like to do (e.g., work with people, work with numbers, work with machines, work with computers, work with tools, work with plants/animals, work with people who are different, work with people who are the same, work with people who are older, work with people who are younger).

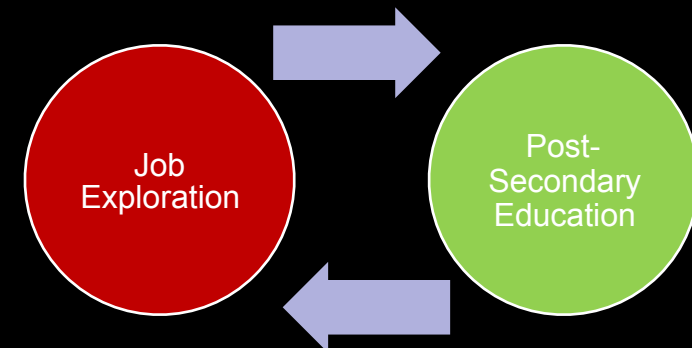
The Student Interest Survey for Career Clusters® is a career guidance tool that allows students to respond to questions and identify the top three Career Clusters of interest based on their responses. This pencil/paper survey takes about fifteen minutes to complete and can be used in the classroom or for presentations with audiences who have an interest in career exploration. A Spanish version of the survey can be downloaded [here](#). The Student Interest Survey for Career Clusters may be used for educational purposes only.

<https://careertech.org/resource/career-clusters-student-interest-survey>



Career Clusters

O*NET Interest Profiler



STEM Career Coalition

<https://tinyurl.com/STEMCareerExpl>





Maintenance Technician

Elementary, Middle, and High School |
Grades: K-12

 Video Length: 1:37 min

Maintenance technicians perform scheduled maintenance and repairs to ensure that machines and equipment at oil and gas production facilities are in safe, operating condition. They interpret data and use diagnostic tools to conduct tests of equipment.

 [Student Activation \(.pdf\)](#)

 [Career Profile \(.pdf\)](#)



Scientific Communications Manager

Elementary, Middle, and High School |
Grades: K-12

 Video Length: 3:44 min

Scientific Communications Managers study the science used to create consumer products and find effective ways of presenting this information so that colleagues and consumers can understand. They help companies develop and manage scientific data and oversee the communication of this information.

 [Student Activation \(.pdf\)](#)

 [Career Profile \(.pdf\)](#)



Solar Engineer

Elementary, Middle, and High School |
Grades: K-12

 Video Length: 3:47 min

Solar Engineers oversee the scientific process involved in harnessing the sun's energy to power homes, businesses, and industry. They combine a variety of STEM skills with leadership and problem-solving to supervise the design, installation, and monitoring of solar energy systems.

 [Student Activation \(.pdf\)](#)

 [Career Profile \(.pdf\)](#)

Student Activation



Solar Engineer

OVERVIEW

Solar engineers supervise the design, installation, and monitoring of systems that provide solar energy to residences, offices, and factories. They conduct audits to collect information about the characteristics and energy needs of sites where solar power will be harnessed. They determine the materials, equipment, and labor requirements for solar installation projects. Solar engineers:

- Design customized systems that meet the needs of each site, including solar panels, hot water heating systems, and space heating and cooling units.
- Ensure project plans minimize risks and comply with government regulations.
- Use software to create connection diagrams for solar-powered electric systems.
- Provide detailed instructions for teams who will install solar power and perform quality control and safety checks during construction.
- Formulate plans for monitoring the performance of systems that provide solar power.

EVALUATE YOUR INTEREST

- I love learning by doing. My favorite activities at school involve hands-on experiences such as labs, field trips, and research.
- I am fascinated by how things work and how humans harness energy from different sources to meet their everyday needs.
- I believe that the development and improvement of alternative sources of energy is a key to addressing societal issues.
- I am a natural leader who works well with others. During group activities, people to turn to me for help overcoming challenges.

CAREER CONNECTION

How does this career affect me?	What are some other similar careers?	How does this career affect the world?
An increasing amount of the energy we use for transportation, heating your home, and electricity comes from alternative sources of energy such as solar and wind-generated power. Solar engineers design systems that utilize energy generated by the sun to power homes, businesses, factories, and even transportation sources. Their job is to make sure solar power is efficient and reliable for everyday citizens. In doing so, they help keep energy products affordable for you and other consumers in a rapidly changing world.	<p>Solar photovoltaic installers (PV installers) install and maintain systems that convert sunlight into energy to power homes, businesses, and factories</p> <p>Electricians install systems that use electricity for purposes such as power, communications, and lighting</p> <p>Wind turbine technicians install and maintain wind turbines</p> <p>Electrical engineers design, develop, and maintain electrical equipment, including systems for generating power</p> <p>Civil engineers design, build, and oversee infrastructure systems such as roads, pipelines, and power lines, and sewage systems.</p> <p>Environmental engineers combine knowledge of engineering and geology, biology, and chemistry to address environmental problems such as pollution.</p>	An increasing portion of Americans' transportation, industrial, and residential energy needs are met with renewable sources of energy such as solar and wind power. As climate change continues to highlight the costs of fossil fuel consumption, the development and improvement of alternative energy sources will continue. The energy needs of countries such as India and China, with large populations and rapidly expanding economies, are also quickly increasing. Solar engineers design systems that make the renewable power of the sun an affordable and realistic energy source for homes and businesses around the world. In doing so, they are key players in a global clean energy revolution.

TAKE ACTION

- Conduct research on solar power providers in your town, state, or region. Formulate a plan for converting your home or school to either partial or total reliance on solar energy. Develop a list of costs and benefits of this conversion and discuss it with your parents or other decision-makers.
- Help plan a household construction project, such as building a gazebo or patio, a room renovation, or the installation of a new appliance or entertainment system. Conduct necessary measurements. Think about the answers to these questions: In what order should tasks be completed? What tools will be needed? What materials and services need to be acquired? After the project is completed, reflect on how the planning process might be improved next time.
- Join a science-oriented club at school that is involved with using principles of math and science to construct products, conduct outside research, or address community problems. Possibilities include robotics, the recycling club, or the engineering society. Establish a personal goal to earn a leadership position on a specific project or within the group as a whole.

Solar Engineer

JOB OUTLOOK⁴

Overall employment of solar engineers is projected to grow much faster than the average rate for all occupations. The increasing popularity of solar power will create demand for solar engineers and installers. Solar power is becoming more popular as a result of reduced costs for solar panels, as well as the popularity of less-expansive solar leasing plans.

SALARY RANGE⁵

\$50,000 – \$125,000

WHO ARE THEY?^{1,2,3}

Solar engineers are multi-tasking, problem-solving, leadership-oriented professionals. They have knowledge in multiple fields of science and math related to harnessing energy from the sun to power residential, commercial, and industrial establishments. Solar engineers are comfortable designing and implementing complex production plans, but also possess analytical minds for troubleshooting and making adjustments. They collaborate with colleagues and clients representing diverse areas of expertise and energy needs. Solar engineers are approachable and easy to work with, but willing to raise difficult questions to resolve issues. Successful solar engineers maximize the utility of solar power to make sure the energy needs of both businesses and people are met in a cost-effective manner.

WHAT DO THEY DO?^{1,2,3,4}

Solar engineers supervise the design, installation, and monitoring of systems that provide solar energy to residences, offices, and factories. They conduct audits to collect information about the characteristics and energy needs of sites where solar power will be harnessed. They determine the materials, equipment, and labor requirements for solar installation projects. Solar engineers design customized systems that meet the needs of each site, including solar panels, hot water heating systems, and space heating and cooling units. They ensure that project plans minimize risks and comply with government regulations. They use software to create connection diagrams for solar-powered electric systems. Solar engineers provide detailed instructions for teams who will install solar power and perform quality control and safety checks during construction. Finally, they formulate plans for monitoring the performance of systems that provide solar power.

Career Profile

Solar Engineer (Continued)

EDUCATION/ TRAINING^{1,4}

- At least a bachelor's degree in engineering or a closely related field, with an advanced degree preferred.
- Several years of field experience assisting with the design and installation of projects that provide solar energy to residences, businesses, and factories.
- Experience designing and working with electricity.
- Experience with advanced modeling tools and software as well as other business-related computer programs.

HOW DO I BECOME ONE?^{1,4}

Solar engineers will need at a bachelor's degree in engineering or a closely related field. They will also need as many as 5 years of experience in the field assisting with the design and development of solar power projects and energy storage systems. Solar engineers also need:

- Analytical skills for processing large amounts of information.
- Interpersonal skills for collaborating with colleagues representing different areas of expertise.
- Problem-solving skills for identifying and correcting issues.
- Decision-making skills for balancing conflicting information and data.
- Math skills for measuring and analyzing data.

College Board: College Search

<https://collegesearch.collegeboard.org/home>



Exploration Tools



College Search

🔍 Search by college name

♡ 0

Find the right college for you.

Choose a category to start exploring.



Location



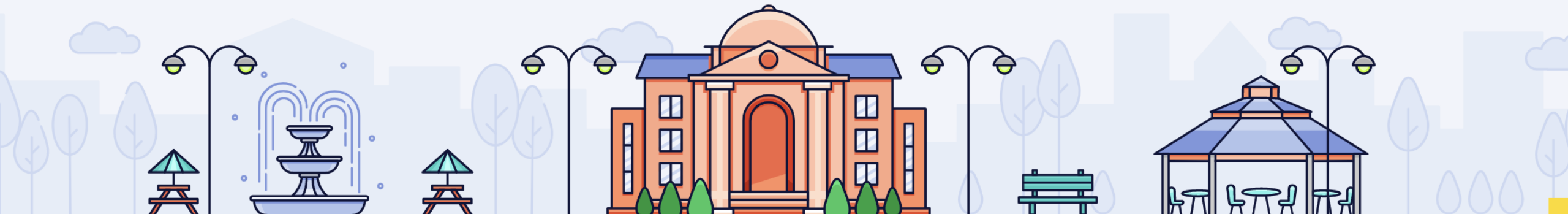
Major



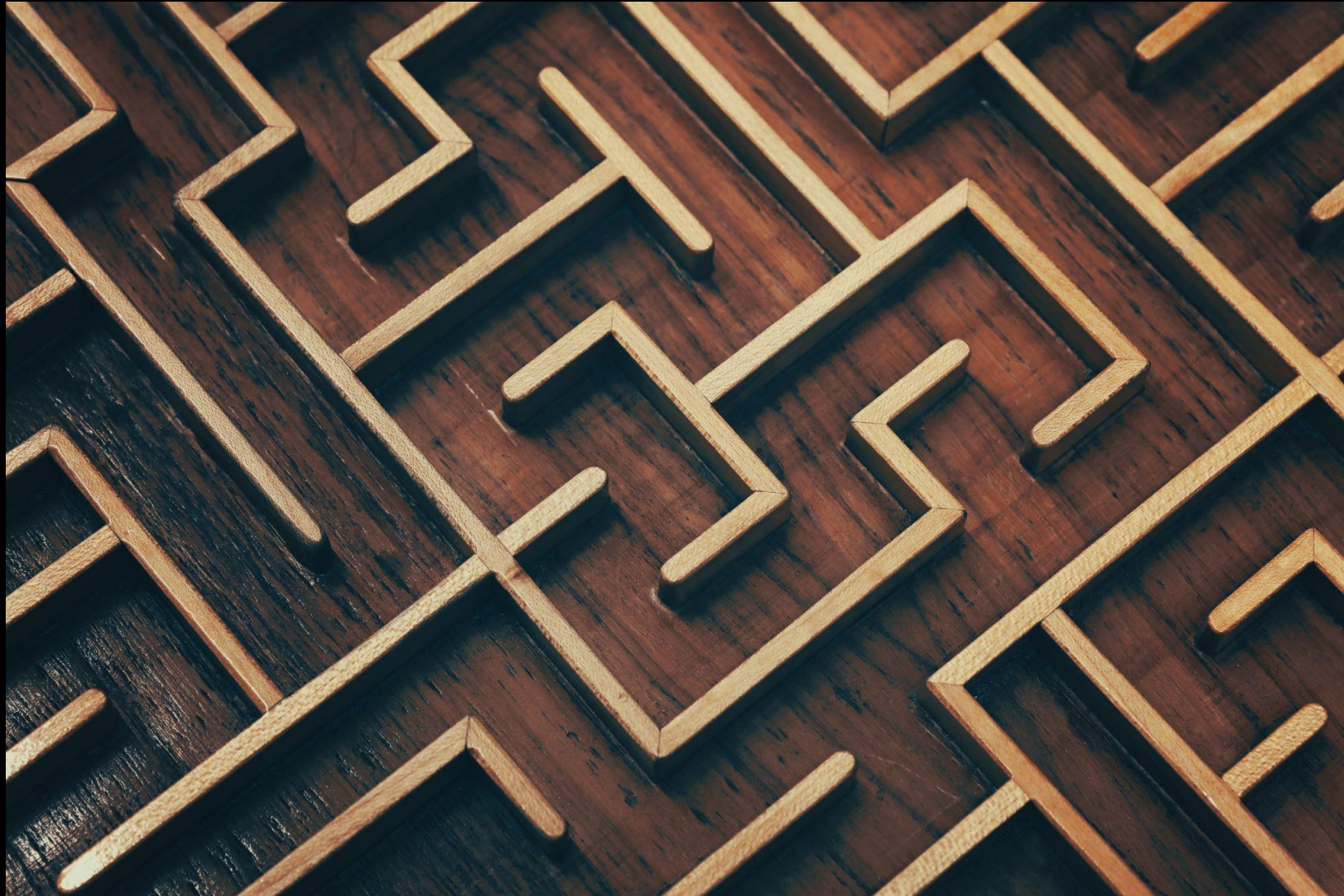
Type



Campus Life



Skill Assessment

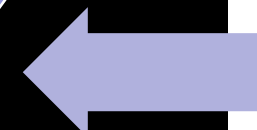
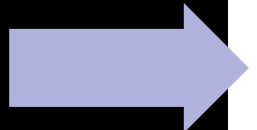


Assessing College Readiness

College-Bound Children with Learning Disabilities or AD/HD

Instruction
Self-
Advocacy

Post-
Secondary
Education



Free!



LANDMARK
COLLEGE

www.landmark.edu



Informal

Landmark Guide for Assessing College Readiness

<http://tiny.cc/tap3fz>



Nonacademic Behaviors

Skills Assessment

DIRECTIONS

For each of the foundation areas, you will find five questions. If your college-bound son or daughter answers "yes," mark the "yes" box adjacent to the question with a check (✓). Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total."

Academic Skills	YES
1. Can you read up to 200 pages in a week?	
2. Do you have a system for taking notes?	
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?	
4. Do you have a system for preparing for tests and exams?	
5. Can you clearly summarize a college-level reading assignment?	
Total from this section	
Self-Understanding (Metacognition)	YES
1. Can you define and describe your diagnosis of a learning disability?	
2. Have you read your psychoeducational testing?	
3. Do you know your academic strengths?	
4. Do you know which academic tasks give you the most difficulty?	
5. Can you identify the academic supports you need to be successful?	
Total from this section	
Self-Advocacy	YES
1. Do you know your legal rights as a student with a learning disability or AD/HD?	
2. When you run into difficulty, do you ask for help?	
3. Do you schedule your own appointments with doctors, advisors and counselors?	
4. Do you have access to your psychoeducational testing?	
5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?	
Total from this section	

Example Results for Preslie

Landmark College Guide to Assessing College Readiness

Academic Skills	YES
1. Can you read up to 200 pages in a week?	
2. Do you have a system for taking notes?	
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?	
4. Do you have a system for preparing for tests and exams?	✘
5. Can you clearly summarize a college-level reading assignment?	✘

Self-Understanding (Metacognition)

	YES
1. Can you define and describe your diagnosis of a learning disability?	
2. Have you read your psychoeducational testing?	✘
3. Do you know your academic strengths?	
4. Do you know which academic tasks give you the most difficulty?	✘
5. Can you identify the academic supports you need to be successful?	

Employability Life Skills Assessment



Employability/Life Skills Assessment

Ages 14-21 years

developed by
Roberta Weaver
And Joseph R. DeLuca

STUDENT INFORMATION

Name: _____ Birthdate: _____

RATIONALE

Employability skills are personal, social, and work-related skills that are taught and practiced by employers and young entry-level workers. These skills are life skills that must be taught and practiced for successful performance being relative to the workplace. The development of such skills at all age levels have the same importance.

GENERAL INFORMATION

This assessment is designed to be used early, beginning at the age of 14, and continuing through the age of 21. It is identified by Ohio's Employment, Training, and Apprenticeship Council using the following scale:

0 = never, 1 = seldom, 2 = sometimes, 3 = often, 4 = always

EXAMPLES

I. SELF HELP SKILLS

Demonstrates personal hygiene and grooming by:

- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.)
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

	14	15	16	17	18	19	20	21
meeting teacher expectation for cleanliness.	2							
meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.)	1							
meeting teacher expectation for consistent, independent personal hygiene and grooming.	1							
TOTAL	4							

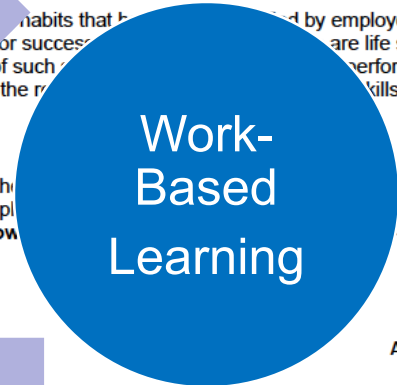
AGE

B. Dresses appropriately by:

- choosing and wearing clothes that are appropriate for the weather/activity/social custom.
- identifying when clothes should not be worn (dirty, ill fitting, etc.).
- wearing clothes that are in good condition, clean and pressed with detail given to appearance.

	14	15	16	17	18	19	20	21
choosing and wearing clothes that are appropriate for the weather/activity/social custom.	2							
identifying when clothes should not be worn (dirty, ill fitting, etc.).	3							
wearing clothes that are in good condition, clean and pressed with detail given to appearance.	1							
TOTAL	6							

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.



<https://tinyurl.com/zu2hz8x>



IV. QUANTITY OF WORK

A. *Completes work on time by:*

- completing work on time with teacher prompts.
- completing work on time without teacher prompts.
- working at an acceptable speed for a given task.

T

B. *Exhibits stamina by:*

- finishing age-appropriate tasks without a break.
- maintaining an acceptable level of speed without tiring.
- completing new tasks without diminishing the level of performance of former tasks.

T

C. *Adapts to increased demands in workload by:*

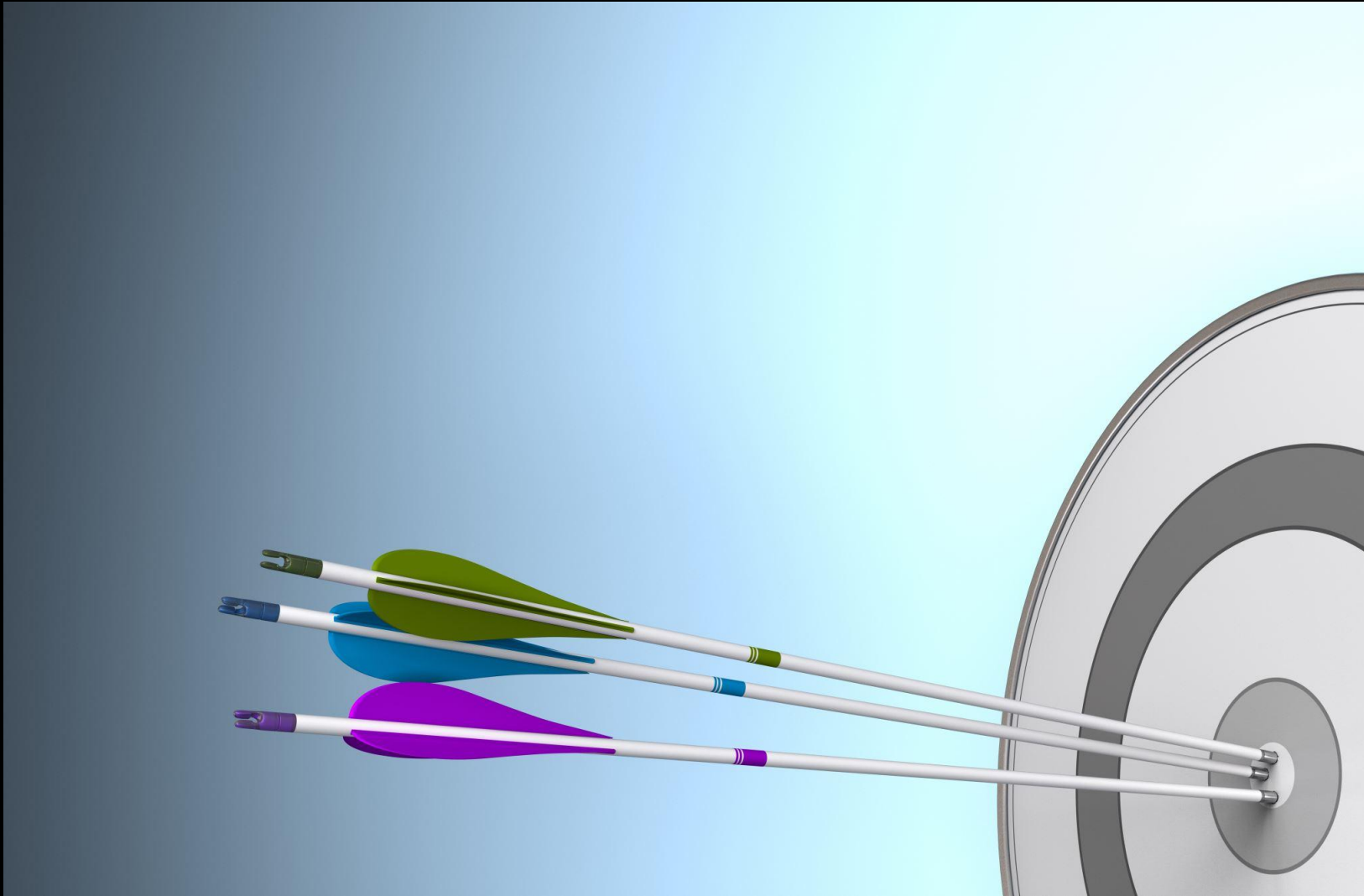
- responding to additional tasks with teacher prompts.
- attempting new tasks without demonstrating frustration.
- responding to additional tasks without teacher prompts.

T

ELSA

- Education/Training
- Employment
- Independent living too!
- Skills Assessment
- Parent and Teacher Forms

Self-Determination Inventories



AIR Self-Determination Scale®

STUDENT FORM

Student's Name _____ Date _____

School Name _____ Your Grade _____

Your Date of Birth _____
Month Day Year

HOW TO FILL OUT THIS FORM

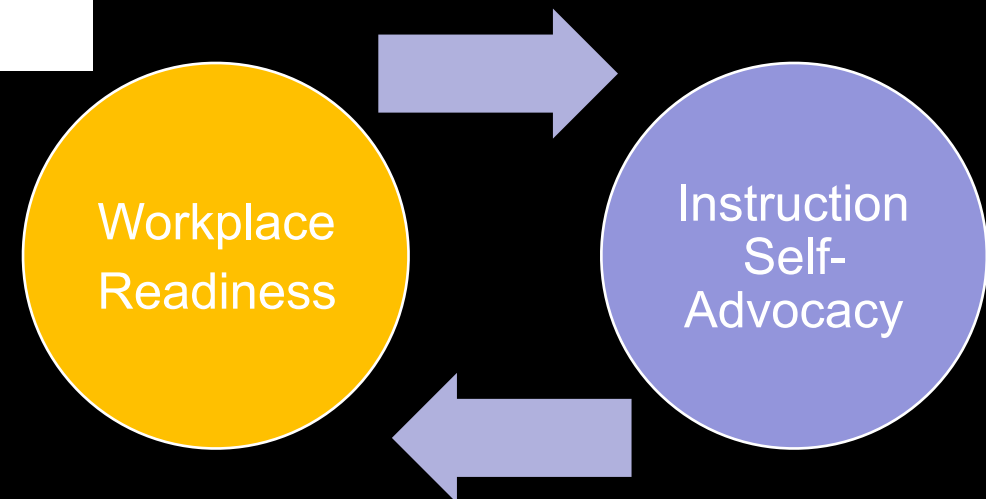
Please answer these questions about how you go about getting what you want or need. This may occur at school, or after school, or it could be related to your friends, your family, or a job or hobby you have.

This is not a Test. There are no right or wrong answers. The questions will help you learn about what you do well and where you may need help.



Formal

AIR Self- Determination Scale



AIR Self-Determination Scale

- Parent, Student, and Educator Versions
- Available in Spanish
- Ages: Kindergarten to 99



<https://tinyurl.com/AIRSDZC>

AIR Self-Determination Scale

- Capacity
- Opportunity

•Percentage Level of Self-Determination

The AIR Self-Determination Profile
Educator Form

Think Do Adjust			Think Do Adjust			Think Do Adjust			Think Do Adjust			Think Do Adjust					
1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6			
10			10			10			10			10					
9			9			9			9			9					
8			8			8			8			8					
7			7			7			7			7					
6	█		6	█		6	█		6			6					
5	█		5	█		5	█		5			5					
4	█		4	█		4	█		4			4					
3	█		3	█		3	█		3			3					
2	█		2	█		2	█		2			2					
1	█		1	█		1	█		1			1					
0			0			0			0			0					
<u>6</u> <u>5</u> <u>4</u>			<u>6</u> <u>6</u> <u>5</u>			<u>4</u> <u>5</u> <u>6</u>			<u>4</u> <u>5</u> <u>5</u>			<u>4</u> <u>5</u> <u>4</u>					
Knowledge			Ability			Perception			Opportunity at School			Opportunity at Home					
↓			↓			↓			↓			↓					
15			17			15			14			13					
↓						+						=					
47						27						74					
Capacity						Opportunity						Level of Self-Determination					
/90						/90						(Write sum in box and mark in column)					

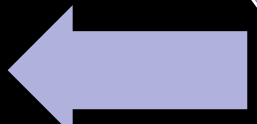
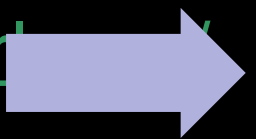
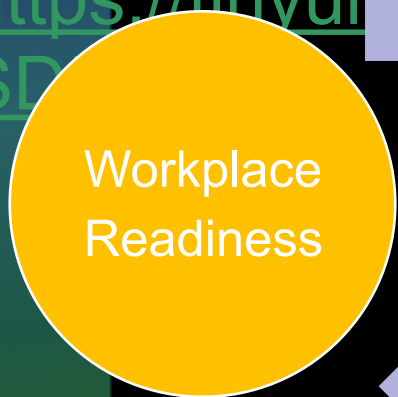
Student Name _____
Date _____

Let go try it out!

Self-Determination Inventory



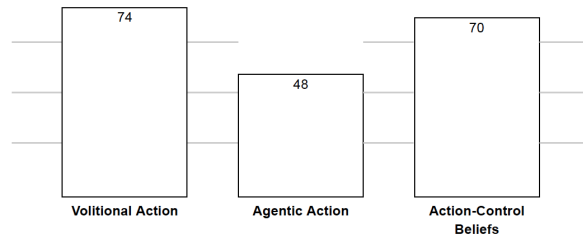
<https://tinyurl.com/SDI>



Overall Self-Determination Inventory Student Report score (out of 100):

65

Scores for the three essential characteristics of self-determination:



SELF-DETERMINATION
INVENTORY:
STUDENT REPORT

SELF-DETERMINATION
INVENTORY:
PARENT/TEACHER



SELF-DETERMINATION INVENTORY

What were your scores?

How to use the information

- https://sdiprdwb.ku.edu/SDI_Student_Report_Guide.pdf

Volitional Action

Making intentional, conscious choices based on one's preferences and interests

Teaching and creating opportunities for choice-making, decision-making, goal setting, problem solving, and planning skills enables volitional action to develop.

Autonomy

Definition:

Acting based on one's preferences, interests and abilities without undue outside influence.

Example:

You identify and chose what clubs to be a part of at school based on what you are most interested in and what will support you in achieving your goals in life.

Teaching strategies:

- Integrate opportunities to explore activities to develop interests and preferences.
- Provide frequent opportunities to make choices.
- Promote participation in group decision-making (IEP meetings, person-centered planning, etc.)

Agentic Action

Self-directing and managing actions toward goals

Teaching and creating opportunities for self-management and goal attainment, problem solving, and self-advocacy skills enables agentic action to develop.

Self-Direction

Definition:

Directing the actions that you take toward your goals and responding to challenges and opportunities.

Example:

You want to be a captain on your football team, you work hard, and accept the position when it is offered to you.

Teaching strategies:

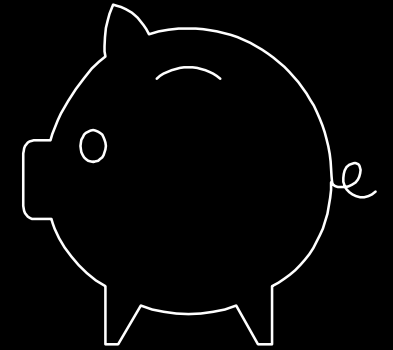
- Allow students to make and learn from mistakes.
- Teach language that can be used to advocate for personal rights and aspirations.
- Provide opportunities for leadership roles.

Independent Living





Free!



Informal

Life Skills Inventory

Workplace
Readiness

<https://tinyurl.com/LifeSKin>

Category F: Housing	
Basic - Must know 2 of 2:	
<input type="checkbox"/>	Understands the concept of renting.
<input type="checkbox"/>	Knows how to access emergency shelter.
Intermediate - Must know 3 of 4:	
<input type="checkbox"/>	Can read want ads for vacancies.
<input type="checkbox"/>	Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.).
<input type="checkbox"/>	Can calculate the costs associated with different types of housing.
<input type="checkbox"/>	Can describe pros and cons of choosing a roommate.
Advanced - Must know 6 of 9:	
<input type="checkbox"/>	Can identify type of housing that is within budget and meets current housing needs.
<input type="checkbox"/>	Can calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items).
<input type="checkbox"/>	Can complete a rental application.
<input type="checkbox"/>	Can ask the landlord about the available apartment to determine if it meets their needs.
<input type="checkbox"/>	Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood.
<input type="checkbox"/>	Shows some concern for the rights of other residents with regard to property and noise.
<input type="checkbox"/>	Understands the consequences if the rights of other residents are not respected.
<input type="checkbox"/>	Understands the implication of the security deposit.
<input type="checkbox"/>	Knows the role of a landlord.
Exceptional - Must know at least 2:	
<input type="checkbox"/>	Demonstrates the ability to get along with other residents and the landlord.
<input type="checkbox"/>	Knows how to get help if there is a conflict with the landlord.
<input type="checkbox"/>	Can access emergency assistance for utilities.

15 domains

Rates as basic, intermediate, advanced, and exceptional

Category A: Money Management and Consumer Awareness

Basic - Must know 3 of 5 to advance to the next level of accomplishment:

- Knows values of coins and currency.
- Can make a transaction at a local store and count change.
- Has an understanding of the difference between "luxuries" and "necessities" in food, transportation, clothing, housing.
- Understands the difference between "sale price" and "regular price".
- Can identify one way to save money on purchases.

Intermediate - Must know 4 of 6 to advance to the next level of accomplishment:

- Can open a checking or savings account.
- Can write checks/make withdrawals and make deposits.
- Can record banking transactions (either checking or savings).
- Can budget allowance to last for a week. (Shows some understanding of the concept of saving).
- Understands the difference between gross wage and take home pay.
- Can use a calculator to add, subtract, divide and multiply.

Category I: Job Seeking Skills

Basic - Must know 2 of 2:

- Has reasonable idea of the types of jobs available to him/her.
- Knows what the minimum wage is.

Intermediate - Must know 4 of 5:

- Can fill out a standard job application form.
- Can read the want ads and find appropriate leads.
- Can complete a mock interview giving appropriate answers to potential questions.
(see next page)

Behavior Specific



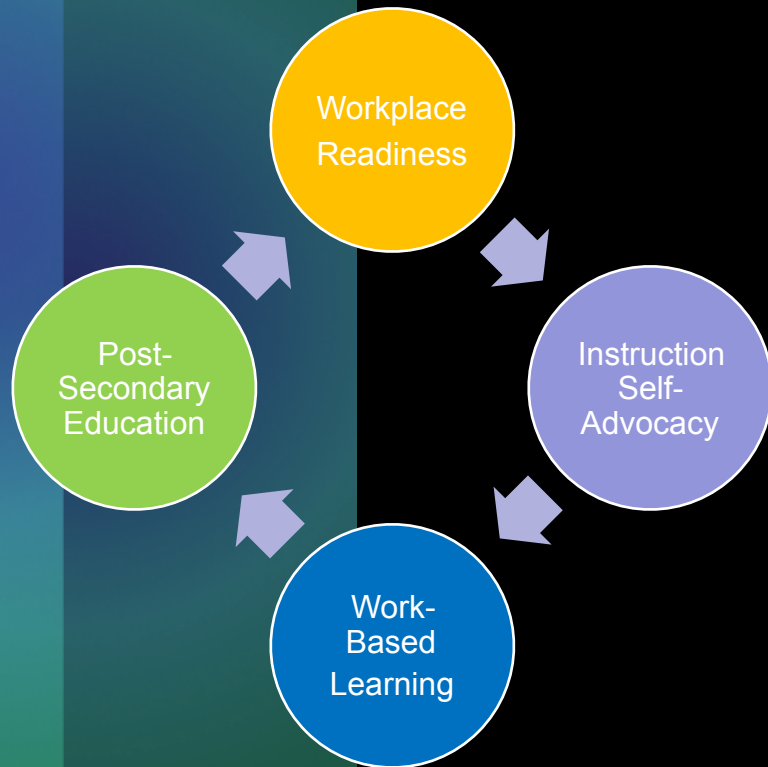
All transition areas

- 46. Demonstrates appropriate behavior in an academic group setting
- 47. Behaves appropriately in the absence of supervision (e.g., instructor is detained)
- 48. Responds appropriately to redirection in social situations (e.g., when asked to be quiet, when told to move on to class, etc.)
- 49. Follows verbal directions (e.g., from teachers, principals, etc.)
- 50. Comes to an activity at the specified time
- 51. Is in attendance unless legitimate reason is given
- 52. Waits appropriately for assistance from a supervisor

<https://tinyurl.com/CaseylifeSkills>



Informal



Casey Life Skills Assessment

Which assessment are you taking today?

- ✓ Casey Life Skills Assessment
- Healthy Pregnancy
- Parenting Infants
- Parenting Young Children
- Youth Assessment I: Elementary Ages
- Youth Assessment II: Middle School Ages
- Homeless Youth
- American Indian
- Education: Upper Elementary School
- Education: Middle or Junior High School
- Education: High School
- Education: PostSecondary or Training
- Educational Supports
- Gay, Lesbian, Bisexual, Transgender, and Questioning

the revised Privacy Policy will be posted on the web site.

What Information Does Casey Life Skills Collect?

I agree to the terms and conditions.

Start Assessment

More than
just the
“original”

**Students with
more significant
disabilities**

Life Course Tools

<https://tinyurl.com/LifeCourseTOOLS>



Life Course Tools

Life Trajectory Worksheet

Integrated Supports Star

Life Domain Vision Tool

- Exploring life Possibilities

Mapping Relationships

Life Course Trajectory Exploratory Planning Tool



LIFE TRAJECTORY | FAMILY PERSPECTIVE

Past Life Experiences

List past life experiences and events that have prepared or supported my family member to move towards a vision for a good life

List past life experiences that pushed my family member's trajectory toward things they did not want or I did not want for them

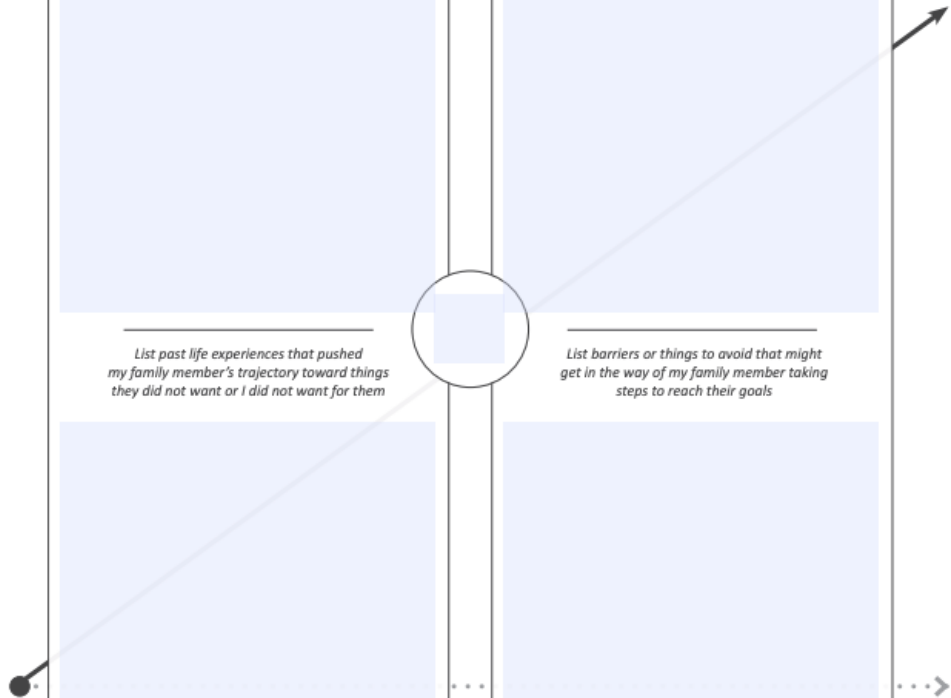
Moving Forward

List current or future life experiences or goals that will continue to support my family member to move towards a vision for a good life

List barriers or things to avoid that might get in the way of my family member taking steps to reach their goals

My Vision for My Family Member's Good Life

What I Don't Want



VISION for a GOOD LIFE

- have plenty of activities
- have friends
- work a job
- be able to say what I like & don't like
- live as independently as possible
- have help when I need it

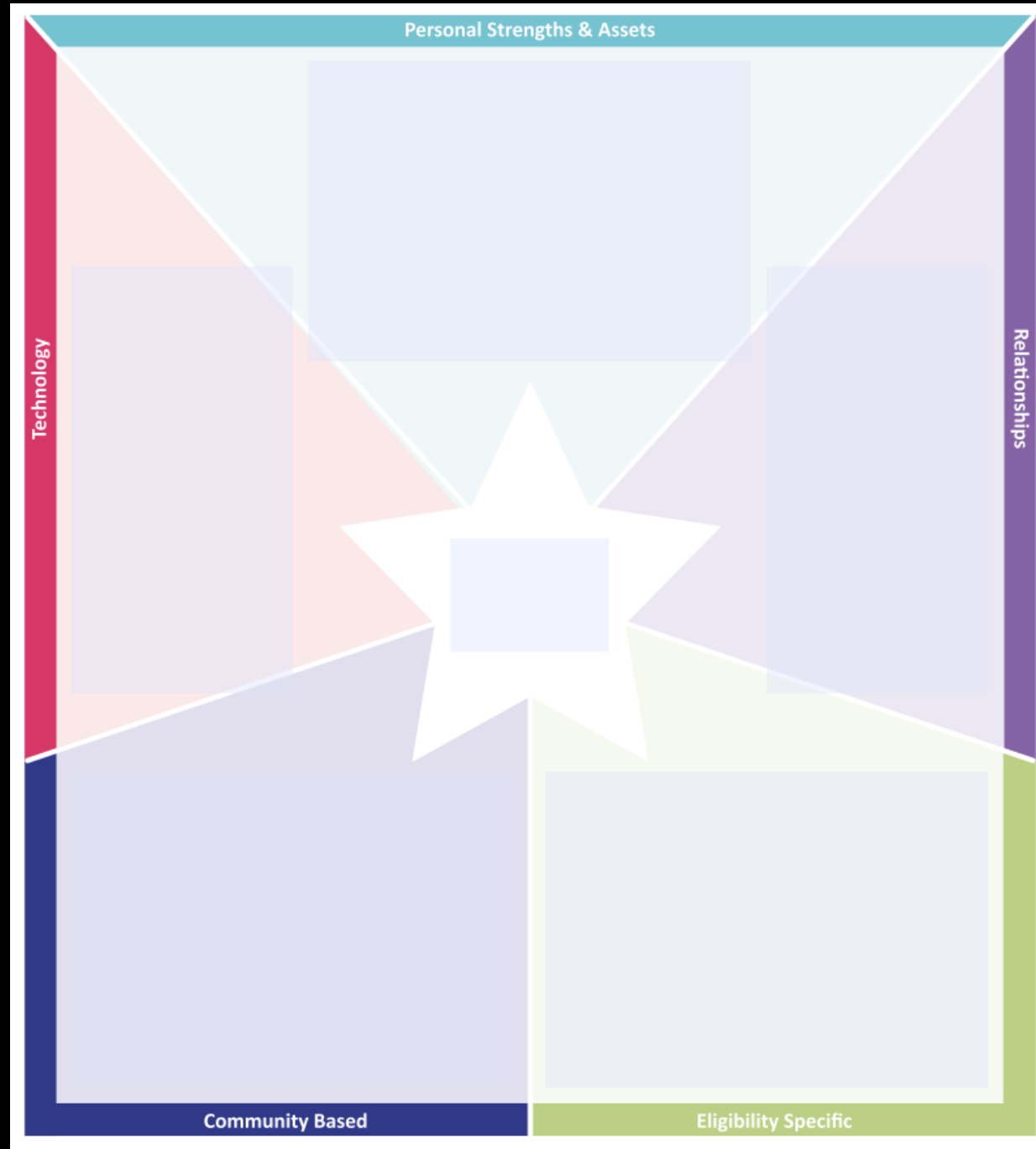
Example 1 from Life Trajectory

Example 2

What I DON'T Want

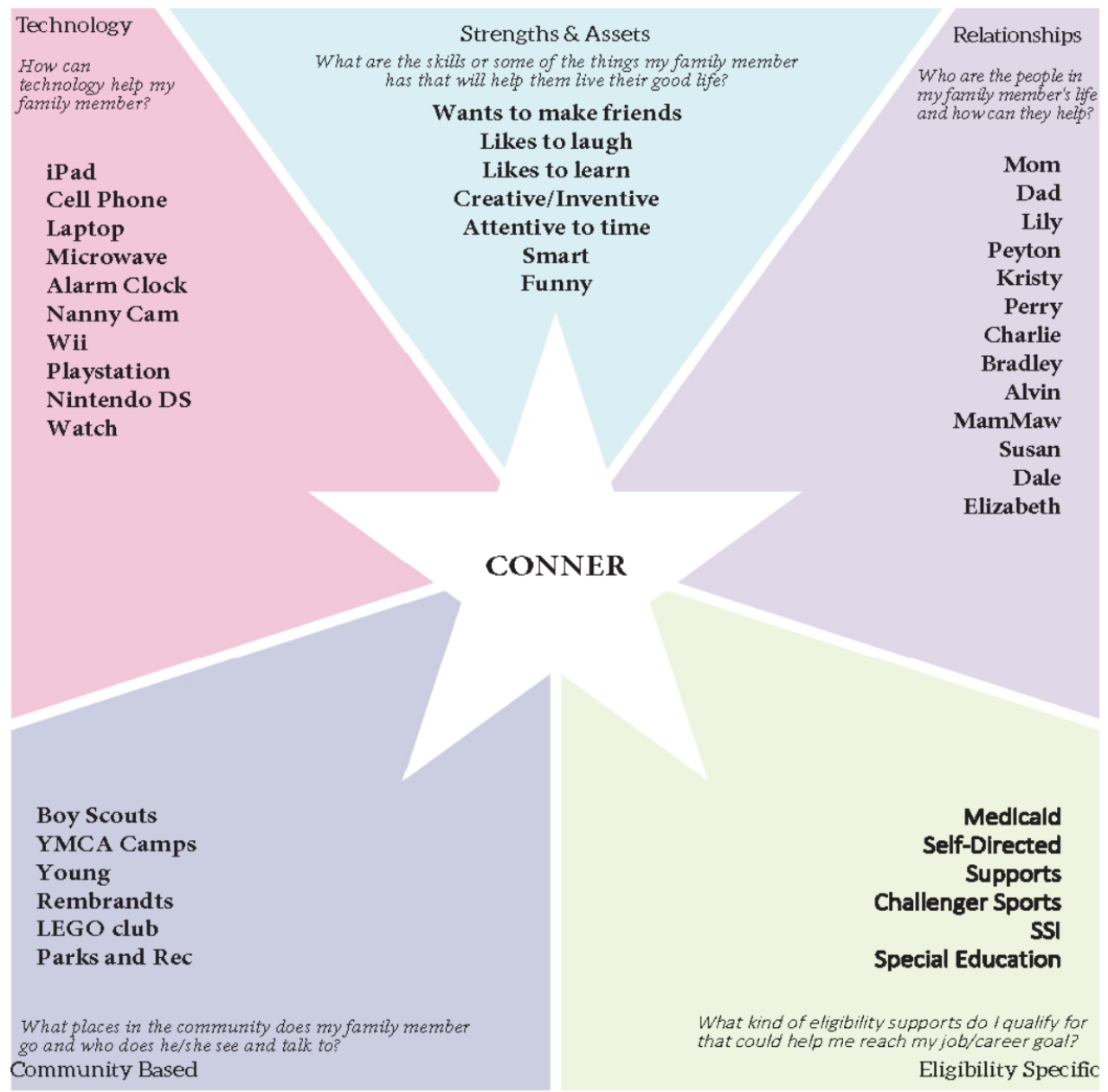
- to be alone
- to have nothing to do during the day
- to be bored
- to not have a life.
- to be unhealthy or get hurt.

Integrated Supports Star













Charting the LifeCourse Integrated Supports Star: Mapping



Example of Integrated Supports Star

Life Domain Vision Tool

Example of Justice's Vision Tool

LIFE DOMAIN		My Vision for My Future	priority	Current Situation Work C
 <p>Daily Life Employment</p>	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?	volunteer @ church choir practice		
 <p>Community Living</p>	Where would I like to live in my adult life? Will I live alone or with someone else?	assisted living with home visits		
 <p>Social & Spirituality</p>	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?	attending church w/ family		
 <p>Healthy Living</p>	How will I live a healthy lifestyle and manage health care supports in my adult life?	communicate comfort/discomfort to friends, family & staff		
 <p>Safety & Security</p>	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?	adult supervision carry personal identification		
 <p>Citizenship & Advocacy</p>	What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?			
 <p>Supports for Family</p>	How do I want my family to still be involved and engaged in my adult life?	Regular visits, take me on outings, home stays for holidays, special events		
 <p>Supports & Services</p>	What support will I need to live as independently as possible in my adult life, and where will my supports come from?	adult supervision		

Exploring Life Possibilities





<https://tinyurl.com/ExLiPo>

Mapping Relationships



MAPPING RELATIONSHIPS



 CARING ABOUT	Who serves in this role now?
Shares Love, Affection and Trust	
Spends Time and Creates Memories Together	
Knows about Personal Interest, Traditions, Cultures	

 CARING FOR	Who serves in this role now?	
Supports Day-to-Day Needs		
Ensures Material and Financial Needs are Met		
Connects to Meaningful Relationships and Roles		
Advocates and Supports Life Decisions		



Mapping Family Roles

This tool is to help families think through the roles they play in their loved one's life, and to help them plan for who else could help fulfill those roles now and in the future

Reciprocal Roles	People's Roles in <u>Sarah</u> 's life	Looking Ahead	What's important to know, make sure continues, or make happen?
 Caring ABOUT	Affection and Self-Esteem Who loves and cares about him/her? Mom, Dad, Sisters, Boyfriend, Boyfriend's family	Who else makes him/her feel loved? Aunts/Uncles/Cousins, Friends Alisha and Marissa, some of her sister's friends (Andrea and Leia)	One on one /quality time is very important to Sarah. Building more relationships with friends will be important for the future, as well as making sure she has time with future nieces/nephews, etc.
	Repository of Knowledge Who else knows things that others don't know well? (celebrations, traditions, habits, history) Sarah, Mom, Dad, Big Sis Jenny	With whom does he/she have special memories or experiences? Aunts/Uncles/Cousins;	We need to write down all of Sarah's medical history and needs. This would be the piece that others would not know if something were to happen. Sarah knows and can communicate traditions/habits.
	Lifetime Commitment Who has a lifetime bond with him/her? Mom, Dad, sisters, Friend Marissa, longtime boyfriend/future husband Manny	Who else would step up when/if needed? Aunt Carol, Uncle Jim, Uncle Gary, Uncle Charlie, Cousin Ginny, Cousin Leigh, Manny's family	Emily & Sarah don't get along well now, but Emily would be there for her if she was needed. Working on their relationship is important, as Emily is significantly younger than Jenny
 Caring FOR	Provider of day-to-day care Who makes sure activities of daily living and healthcare needs are met? Sarah, Mom, Dad, Arc staff	Who else could provide oversight for these needs? Manny/Manny's family, Jenny's friends Andrea and Leia	Sarah is very independent with ADLs, but needs help with medical appointments/prescriptions, etc. Setting up automatic reorders and delivery may help.
	Material and Financial Needs Who makes sure his/her day-to-day basic and quality of life needs are met? Sarah, Mom, Dad, Jenny, Arc staff	Who else could help make sure this happens? Manny, Uncle Harvey, Uncle Jim, Uncle Gary, Jenny's friends Andrea and Leia	Managing money is an area where Sarah may be able to develop skills to become more independent, but financial support will always be important.
	Facilitator of Inclusion and Membership Who helps connect him/her to inclusive opportunities and maintain relationships? Sarah, Mom, Dad	Who would be good at helping him/her connect with and maintain inclusive activities? ??	Sarah wants to be involved in other organizations with more opportunities to meet people. Her current work schedule makes that really difficult – need to explore more opportunities for her to make connections.
	Advocate for Support Who helps him/her advocate in planning meetings? Sarah, Mom, Jenny	Who else could help advocate for/with him/her? Manny	Need to do an Integrated Support Star (divided) to explore this further. Not sure of options at this point.

Example of Mapping Family Roles

Downloadable bundles of Life Course tools

Person-centered planning

Respite

Family Perspective

Photo Career Quiz

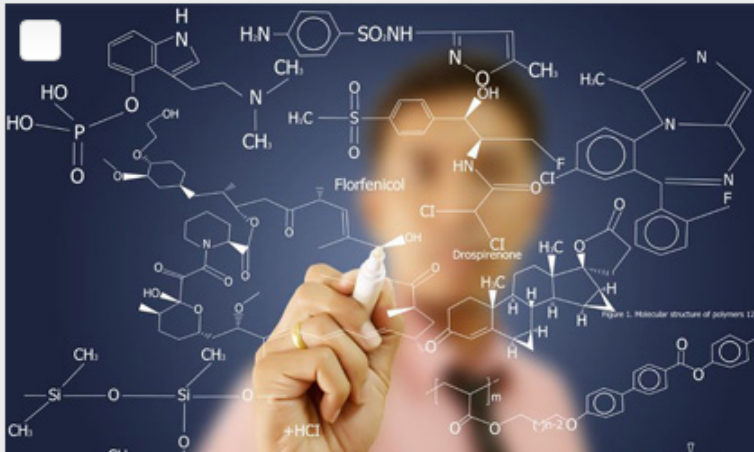
<https://tinyurl.com/PhotoCareerQ>



PRICE: FREE! QUESTIONS: 87 TIME TO TAKE: 20 MINUTES


▶ ABOUT THIS TEST

From each pair, choose the image which appeals to you most.



What job
is
portrayed?





**What were
your results?**

Let's Rate from Hate to Great 8

1. Hate

2. Dislike

3.
Neutral

4. Like

5. Love
(GREAT)

Pulos' Career Awareness and Exploration Toolkit (P-CAET)

Joshua M. Pulos

University of Oklahoma



P-CAET

Teacher made

Interest Inventory (Edu/training or employment Postsecondary goal)

Informal

Directions

Depending on students' support needs, they may work through this toolkit on their own or with help from a test administrator.

Step 1

Work through each section of the **RIASEC**, checking each box illustrating the career pathway you are interested in pursuing postsecondary.

Step 2

Once completed, total the number of items checked in each section of the **RIASEC**. The aggregated scores for each personality type will determine



Realistic (R)

Realistic Career Areas Example

Landscape Gardner



O*Net: [37-3011.00](#)
Career Cluster: AGR
Video: [Click Here](#)

Painting, Coating, and Decorating Workers



O*Net: [51-9123.00](#)
Career Cluster: MAN
Video: [Click Here](#)

Brickmasons and Blockmasons



O*Net: [47-2021.00](#)
Career Cluster: A/C
Video: [Click Here](#)



Social (S)

Security Guards



O*Net: [33-9032.00](#)
 Career Cluster: LAW
 Video: [Click Here](#)

Library Assistants, Clerical



O*Net: [43-4121.00](#)
 Career Cluster: EDU
 Video: [Click Here](#)

Ushers, Lobby Attendants, and Ticket Takers



O*Net: [39-3031.00](#)
 Career Cluster: HOS
 Video: [Click Here](#)



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Impact 360° does not duplicate or replace ADRC services.
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◆ Intellectual Disabilities ◆ Inclusive Higher Education ◆



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WIOA Pre-ETS + Transition Alignment
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How to Teach Self-Determination
Preparing Students for PSE Programs
Online Transition Services
Career Development
Transition Related Services



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IF time...Switching to the case studies

**Thank you
– Further
Questions**

