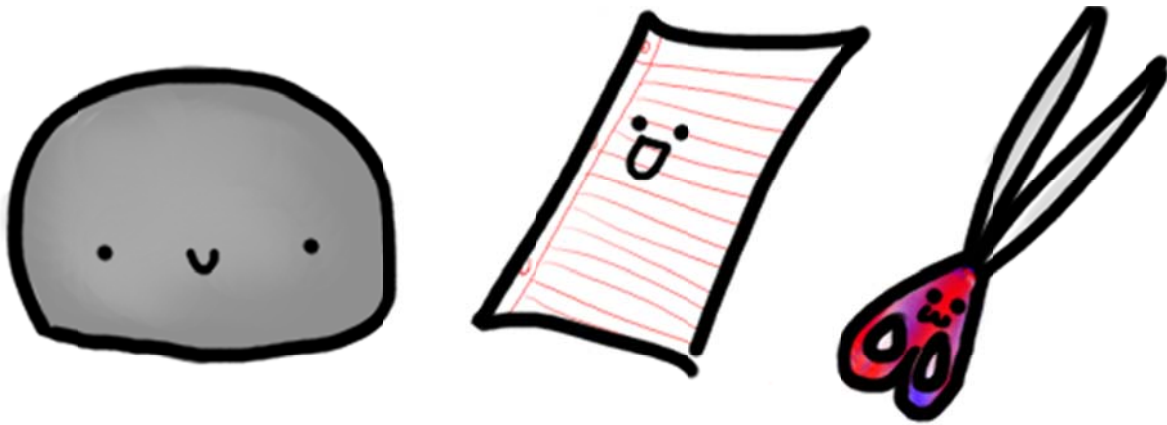


# Rock, Paper, Scissors: Effective Transition Practices



*Presented by:*

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## NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Questions	<i>Postsecondary Goals</i>		
	Education/ Training	Employment	Independent Living
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? <ul style="list-style-type: none"> <li>• If <i>yes</i> to all three, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N</li> </ul>			
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N</li> </ul>			
3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? <ul style="list-style-type: none"> <li>• If <i>yes</i> to both, then circle Y</li> <li>• If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N</li> <li>• If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA</li> <li>• If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA</li> </ul>			
<b>Does the IEP meet the requirements of Indicator 13?</b> (Circle one)			
<b>Yes</b> (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled)    or <b>No</b> (one or more Ns circled)			

## Instructions for Completing NSTTAC Indicator 13 Checklist

### 1. Is there an appropriate measurable postsecondary goal or goals in this area?

- Find the postsecondary goal(s) for this student
- If there are appropriate measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school **and** if the identified postsecondary goal(s) in *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
- If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Education* or *Training* after high school, circle N in that column
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column (If NA is circled for *Independent Living* for #1, please do not respond to questions in this column for questions 2 – 8.)
- If there is one measurable and appropriate postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y in each column
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable or appropriate, circle N for each column

### 2. Is the postsecondary goal(s) updated annually?

- If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) documented in the student's current IEP, circle Y in each corresponding column
- If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) not documented in the student's current IEP, circle N in each corresponding column
- If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so circle Y in each column

### 3. Is there evidence that the measurable postsecondary goals were based on an age appropriate transition assessment?

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas circled Y in question #1, evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column

- For each of the postsecondary goal areas circled Y in question #1, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not provide an answer in the (*IL*) column.

**4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?**

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal (s), circle Y
- For each of the postsecondary goal area, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column

**5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?**

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, go to next instruction bullet. If no, circle N in each column
- Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y in the corresponding column(s). If no, circle N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column.

**6. Is (are) there annual IEP goal(s) that are related to the student's transition services needs?**

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)

- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the *IL* column.

**7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**

- Locate the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, circle Y in each column OR if no, circle N in each column

**8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?**

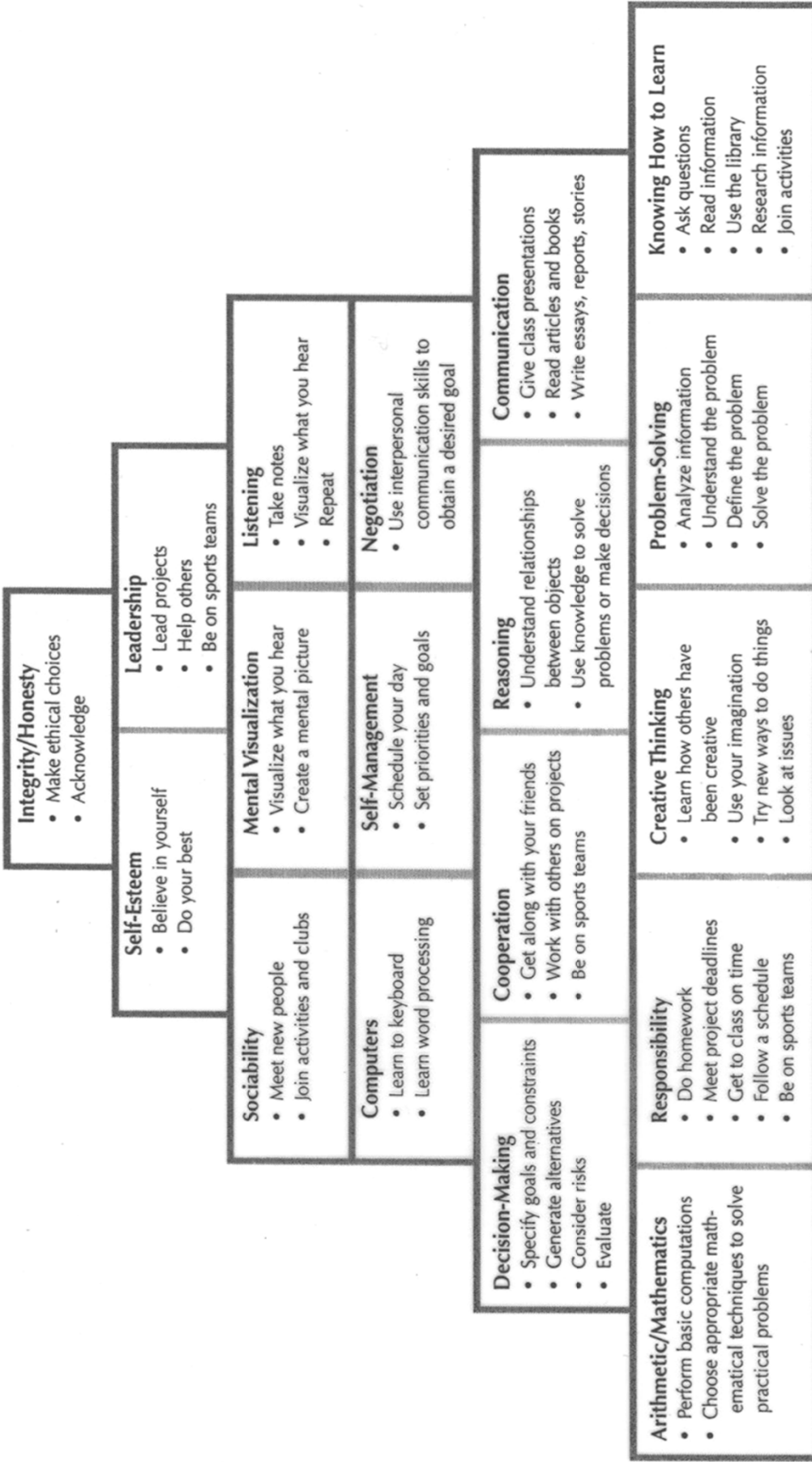
- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s)
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle N in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle N in the corresponding column(s)
- If it is too early to determine if this student will need outside agency involvement, circle NA in each column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column.

**Does the IEP meet the requirements of Indicator 13?**

- If all Ys or NAs for each item (1- 8) for each postsecondary goal included in the IEP are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**

	Education/ Training	Employment	Independent/ Living
1. Is there an appropriate measurable postsecondary goal or goals in this area?			
2. Is (are) the postsecondary goal(s) updated annually?			
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?			
6. Is (are) there annual IEP goals related to the student's transition service needs?			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?			

# Secretary's Commission on Achieving Necessary Skills

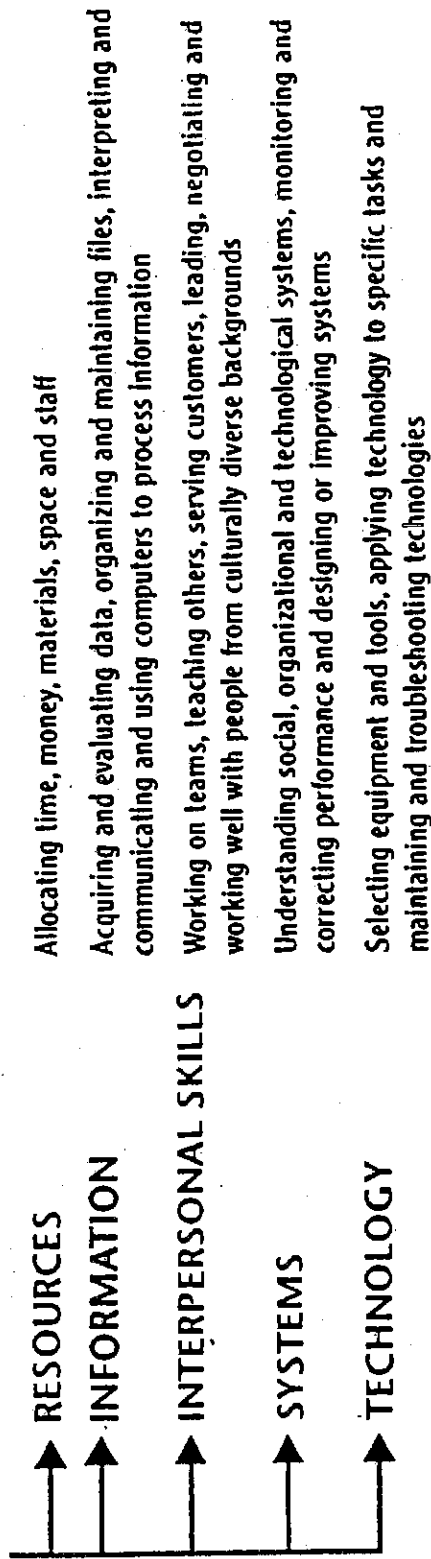


Find the above chart and more at

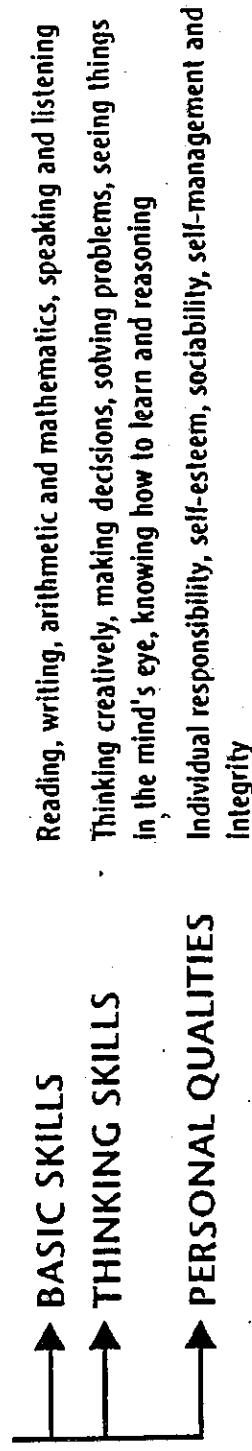
<http://www.californiacareers.info/CCPG/CCPGCover.html>

# SCANS\* REPORT CRITICAL SKILLS

## Five Competencies

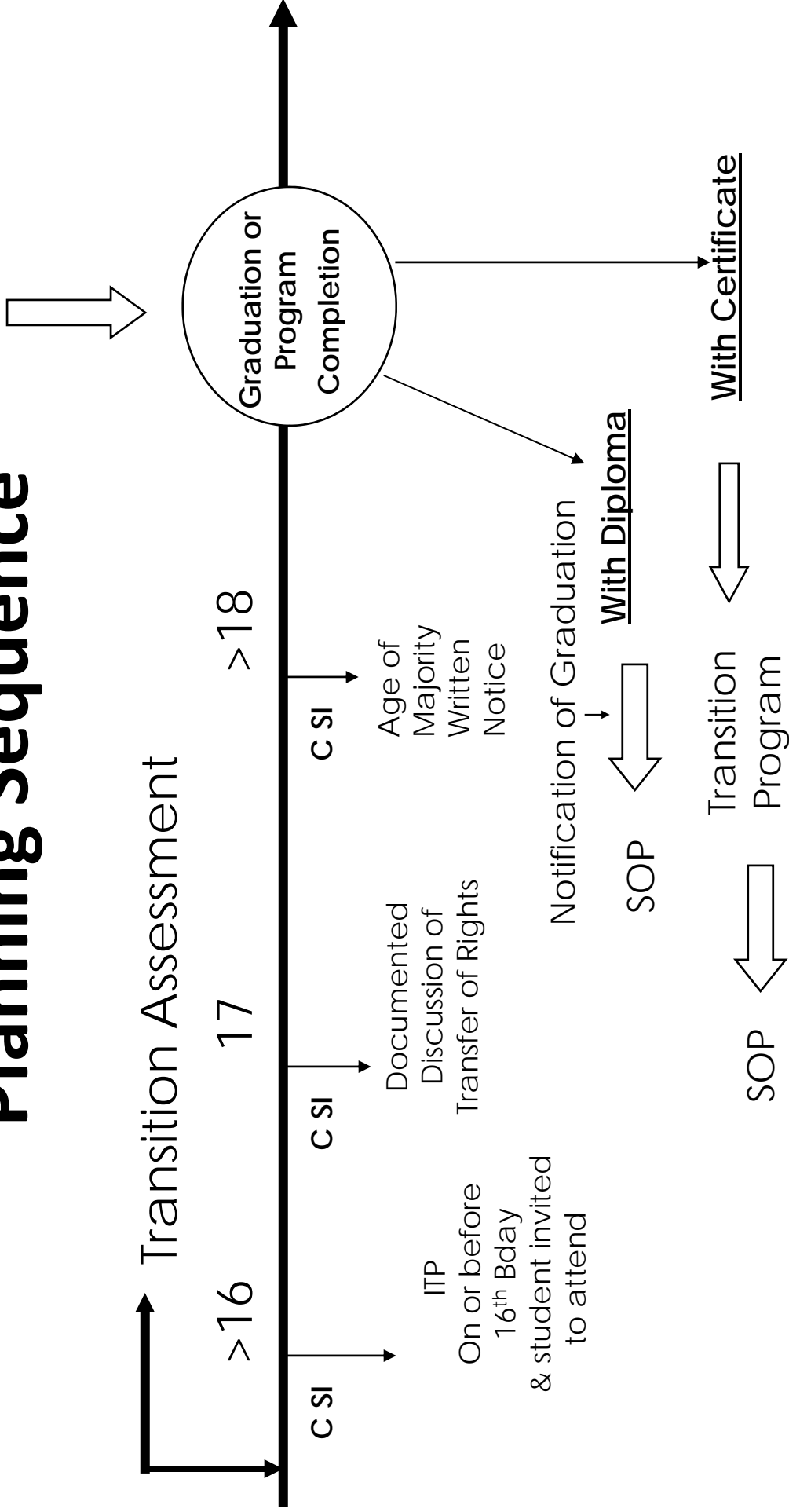


## Three Foundation Skills



\* U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills

# Planning Sequence



**Prior to IEP meeting:**

C – Consent from parent for agencies to attend

SI – Student Invited

The Secretary of the U.S. Department of Labor appointed a commission to determine the skills young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. The following table illustrates the skills necessary for today's workforce.

The SCANS report identified workplace competencies or personal attributes required to acquire and retain a job:

- ♦ **Accountability for actions:** Accepts assignments and then accepts responsibility for carrying out the assignment, including the results achieved
- ♦ **Appearance:** Dresses appropriately for the position and maintains personal hygiene
- ♦ **Appropriate behavior:** Demonstrates accepted social and work behaviors such as manners, personal hygiene, and conversation skills
- ♦ **Attitudes:** Is courteous, flexible, willing to learn, and cooperative; and has a pleasant personality
- ♦ **Common sense:** Demonstrates the capacity of making sound and prudent decisions
- ♦ **Continual learning:** Seeks out opportunities to gain new knowledge or to learn new skills
- ♦ **Cooperativeness:** Works cooperatively with others and contributes to the group with ideas, effort, and suggestions
- ♦ **Dependability:** Can be relied upon to show up for work and to work after showing up
- ♦ **Flexibility:** Readily adapts to new, different, or changing job conditions
- ♦ **Goal-setting ability:** Demonstrates internal motivation by striving for successful performance in the workplace without prompting
- ♦ **Motivation:** Possesses an urge or desire to achieve goals and objectives without external prompts
- ♦ **Punctuality:** Shows up for work on time, all the time
- ♦ **Respect:** Recognizes position in the employment hierarchy
- ♦ **Responsibility:** Exerts a high level of effort and perseverance toward goal attainment
- ♦ **Work habits:** Demonstrates a work ethic appropriate to the culture of the company with respect to attendance, punctuality, enthusiasm, neatness, and perseverance

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(Contributed by Linda Rogaski, Workforce Inclusion Policy Section Manager, Workforce Services Branch, California Employment Development)

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/ High School Diploma Status		X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/ Work Experience	X	X	X
• Parent Expectations	X	X	
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Vocational Education	X	X	
• Work Study		X	

## Transition Assessment

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The regulations for the Individuals with Disabilities Education Act of 2004 require "appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills" (§300.320(b)(1)). Transition assessment is not defined in the law or the regulations, but the following definition is widely used:

"Transition assessment is an on-going process of collecting information on the student's strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning, and working environments. This process should begin in middle school and continue until the student graduates or exits high school. Information from this process should be used to drive the IEP and transition planning process and to develop the SOP [Summary of Performance] document detailing the student's academic and functional performance and postsecondary goals" (Sitlington, Neubert, Begun, Lombard and Leconte, 2007, pp. 2-3)

A commonly used transition assessment framework known as "compatibility or discrepancy analysis" assesses the (a) student and his/her attributes and the (b) student's present, past and future ecologies in order to determine (c) congruence (positive matches) between the two. Student attributes may include interests, abilities, aptitudes, barriers, goals, needs, self-determination, functional levels, assistive technology needs and more. Student ecologies may include environments, relationships, personal support systems, available resources, and more. (Leconte, 2007)

Three levels of assessment (Leconte, 2007) ensure that the student's transition needs are met:

### **Level 1: Screening**

This is an initial information-gathering process for all students that includes interviews, questionnaires, inventories, and background information for collecting the information needed to make transition planning and service decisions. If questions arise or more information is needed, level two assessment should ensue.

### **Level 2: Exploration**

This is an intermediate process for students needing more assistance in transition planning and service development. It may include more detailed background information, vocational counseling, additional inventories and career exploration, skills analysis, job matching, and more. If questions arise or more information is needed, level three assessments should ensue.

### **Level 3: Comprehensive Assessment**

This is a comprehensive process for students with the greatest transition challenges and barriers. It is also known as vocational evaluation, preferably conducted by a team consisting of a vocational evaluator and professionals from the medical, psychological,

economic, cultural, social, and vocational fields, as needed. It customarily uses real or simulated work situations in which to collect information and observe student attributes and career interests.

Miller, Lombard, and Corbey (2007, p. 5) identified five types of information to be collected in the transition assessment process to ensure that it is effective:

- Future planning needs and goals
- Self-determination and self-advocacy skills
- Academic strengths and deficits, including learning styles and behaviors
- Life skills
- Vocational interests, aptitudes, and abilities

Types of transition assessment instruments may include

- behavioral assessments
- aptitude tests
- interest and work values inventories
- intelligence tests
- achievement tests
- personality or preference tests
- career maturity or readiness tests
- self-determination assessments
- work-related temperament scales
- transition planning inventories (Walker, Kortering & Fowler, 2007, p.1)

Transition assessment instruments may be either formal or informal. Definitions vary, but formal instruments are usually standardized, i.e., have strict guidelines for administering, scoring, and interpreting, and have been tested for reliability and validity.

Types of formal assessments include

- Adaptive Behavior/Daily Living Skills Assessments
- General and Specific Aptitude Tests
- Interest Inventories
- Intelligence Tests
- Achievement Tests
- Temperament Inventories/Instruments
- Career Maturity or Employability Tests
- Self-Determination Assessments
- Transition Planning Inventories (DCDT & NSTTAC, n.d., pp. 1-2)

Informal assessments generally are not standardized and lack formal reliability and validity measures. Types of informal assessments include

- Interviews
- Questionnaires

- Direct observation
- Curriculum-based assessments (CBA)
- Environmental analysis (DCDT & NSTTAC, n.d., pp. 2-3)

Transition assessment should include record reviews to incorporate current information, goals, and results from prior testing, planning, and activities (Timmons, Podmostko, Bremer, Lavin, & Wills, 2005). Record reviews will help ensure that students are not needlessly retested for information that is readily available. Additional guidelines for transition assessment include:

- Assessment activities should be positive and lead to self-empowerment.
- Self-determination based on informed choices should be an over-riding goal.
- The purposes and goals of assessment should be clear.
- Environmental factors affecting the individual should be considered.
- Assessment reports should be written in easily understandable language (Timmons, Podmostko, Bremer, Lavin, & Wills, 2005, pp. 1-8).

## References

Division of Career Development and Transition and National Secondary Transition Technical Assistance Center. (n.d.). *Age-appropriate transition fact sheet*. Ithaca, NY: DCDC & Charlotte, NC: NSTTAC. Available at [http://www.dcdt.org/wp-content/uploads/2011/09/DCDT\\_Fact\\_Sheet\\_age\\_appropriate\\_Transition\\_Assessment.pdf](http://www.dcdt.org/wp-content/uploads/2011/09/DCDT_Fact_Sheet_age_appropriate_Transition_Assessment.pdf)

Sitlington, P.L., Neubert, D.A., Begun, W.H., Lombard, R.C., & Leconte, P.J. (2007). *Assess for success: A practitioner's handbook on transition assessment*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Corwin Press. May be ordered from <http://www.corwinpress.com>

Timmons, J., Podmostko, M., Bremer, C., Lavin, D., & Wills, J. (2005, October). *Career planning begins with assessment: A guide for professionals serving youth with educational and career development challenges*. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. Available at <http://www.ncwd-youth.info/career-planning-begins-with-assessment>

Walker, A.R., Kortering, L.J., Fowler, C.H., & Rowe, D. (2010). *Age-appropriate transition assessment guide*. (2nd ed.). Charlotte, NC: National Secondary Transition Technical Assistance Center, University of North Carolina at Charlotte. Available at <http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit>

## Resources

### **Age Appropriate Transition Assessment Fact Sheet**

[http://www.dcdt.org/wp-content/uploads/2011/09/DCDT\\_Fact\\_Sheet\\_age\\_appropriate\\_Transition\\_Assessment.pdf](http://www.dcdt.org/wp-content/uploads/2011/09/DCDT_Fact_Sheet_age_appropriate_Transition_Assessment.pdf)

This Fact Sheet, jointly developed by the Division on Career Development and Transition and the National Secondary Transition Technical Assistance Center, contains information on formal and information transition assessments, conducting an age appropriate transition assessment, and selecting assessment instruments.

### **Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges**

<http://www.ncwd-youth.info/career-planning-begins-with-assessment>

Downloadable guide contains information on selecting career-related assessments, determining when to refer youth for additional assessment, and issues such as accommodations, legal issues, and ethical considerations. Also contains a glossary of terms and information on developing interagency assessment collaborations.

### **Casey Life Skills Assessments**

<http://www.caseylifeskills.org>

On-line assessments in English, Spanish, and French for the domains of home life, work life, housing and money management, and more. Also contains customized learning plans and teaching resources.

### **Age Appropriate Transition Assessment Guide (2nd edition)**

[www.nsttac.org/sites/default/files/assets/pdf/Tag.pdf](http://www.nsttac.org/sites/default/files/assets/pdf/Tag.pdf)

The second edition of this guide from the **National Secondary Transition Technical Assistance Center** contains comprehensive information on transition assessment including frameworks for assessment, selecting age-appropriate assessment instruments, and examples of transition assessments.

### **Transition Assessment in Practice: From Mandate to Meaning**

<http://www.wsti.org/documents/Conference%20Handouts/Transition%20Assessment%20Mandateto%20meaning.ppt>

This PowerPoint by Dr. Pam Leconte presents basic assessment information including levels of assessment.

### **Vocational Assessment: A Guide for Parents and Professionals**

<http://www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/ts6.pdf>

Written by the National Information Center for Children and Youth with Disabilities, this article covers assessment types, benefits, uses, timing, trends, and other related information.

**Name:**

**DOB:**

**Assessment Level:** \_\_\_\_\_

**Interview/ Questionnaire/Surveys**

Date	Activity

**Standardized Measures**

Date	Activity

**Career Exploration**

Date	Activity

**Additional Activities**

Date	Activity

## FUNCTIONAL PERFORMANCE SUMMARY

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

### DOMESTIC SKILLS: He/she can:

- \_\_\_ prepare meals
- \_\_\_ clean own room
- \_\_\_ do laundry: use washer, dryer, iron
- \_\_\_ budget time
- \_\_\_ other \_\_\_\_\_

### VOCATIONAL SKILLS: He/she can:

- \_\_\_ go to/from work on time
- \_\_\_ sign in properly
- \_\_\_ perform work satisfactorily
- \_\_\_ work cooperatively with coworkers
- \_\_\_ take appropriate breaks
- \_\_\_ wear appropriate clothing
- \_\_\_ follow safety procedures
- \_\_\_ follow directions
- \_\_\_ appropriately interact with authority and supervision
- \_\_\_ other \_\_\_\_\_

### RECREATIONAL/LEISURE: He/she can:

- \_\_\_ spend free time for pleasure
- \_\_\_ select a hobby
- \_\_\_ perform mandated activities
- \_\_\_ use community resources
- \_\_\_ other \_\_\_\_\_

### COMMUNITY SKILLS: He/ she can:

- \_\_\_ use public transportation
- \_\_\_ has a California ID
- \_\_\_ has a driver's license
- \_\_\_ shop for groceries, clothing
- \_\_\_ make an appointment
- \_\_\_ use the phone
- \_\_\_ utilize a checking/savings account
- \_\_\_ uses caution in traffic
- \_\_\_ interact with strangers appropriately
- \_\_\_ ask for help/information
- \_\_\_ manage money
- \_\_\_ other \_\_\_\_\_

### SOCIAL/PERSONAL SKILLS: He/she can:

- \_\_\_ greet people appropriately
- \_\_\_ use appropriate grooming/hygiene skills
- \_\_\_ communicate with peers effectively
- \_\_\_ be courteous
- \_\_\_ be responsible
- \_\_\_ be happy
- \_\_\_ advocate for self
- \_\_\_ other \_\_\_\_\_

## Characteristics of ASD – Sensory

### Implications

Individuals with ASD often have sensitivities to the sensory environment that result in responses and reactions that can be difficult for others to understand. These sensitivities can intensify in situations such as

- ▶ Transitions to new environments or people
- ▶ Changes in schedules and routines
- ▶ Stresses caused by school deadlines, illness, sleep disturbances or difficulties outside of school

When assessing a school environment, consider the following:

1. What do you know about the sensory issues for this individual? How do they affect school performance?
2. Are these sensory triggers in the school environment or specific classrooms?
  - ▶ Noise or specific sounds
  - ▶ Bright or dim lighting
  - ▶ Smells/odors
  - ▶ Visual clutter
  - ▶ Lack of personal space
3. Can adaptations be made to the environment that reduce or eliminate the sensory challenges?
4. Could the individual benefit from calming or alerting activities to deal with the sensory issues that remain?

▶ Sensory Strategies con't. p. 35

## Characteristics of ASD – Sensory (con't.)

### Strategies

1. Often strategies and environmental adaptations to address sensory issues are documented in the IEP. An occupational therapist may be a valuable team member when assessing for sensory issues and providing interventions. Below are some typical school-based interventions.
  - i. Modify school environment/schedule when possible. For example:
    - a. Schedule lunch time 10 minutes earlier or later to reduce crowding when entering the cafeteria.
    - b. Schedule breaks or allow the student to use a “take-a-break” card. Teachers can also give the student a “take-a-break” card when they see the student is getting upset. This time may give the student a chance to calm down.
    - c. Allow the student to listen to soothing music if this helps with panic in crowded spaces or when exposed to unpleasant sounds.
    - d. Place the student in a corner or at the back of the classroom rather than by a door or in the middle of a group of students.
    - e. Use dividers to create personal space if the student is distracted easily when doing assignments. These may be as simple as file cabinets, room screens, curtains or bookshelves.
    - f. Allow desirable air fresheners or avoid placing the individual near students who use heavy perfumes or colognes.
    - g. Experiment with different types of lighting. Some students prefer natural lighting, some indirect lighting and some are fine with overhead lights.
    - h. Explore opportunities during the school day that allow the student who needs to move or pace to do so in a natural manner. Jobs such as delivering messages or packages or cleaning shelves and floors allow for a natural sensory break. Active movement is calming to many individuals.
2. Sensory processing challenges and sensitivities often intensify in stressful situations, unfamiliar routines and with unfamiliar people. Create predictability by using visual strategies, such as pictures, video, social scripts, and clear explanations of what to expect at school, especially when changes are to occur.

## Characteristics of ASD – Communication and Socialization

### Implications

Individuals with ASD typically struggle to respond to and understand the social aspects of a situation. Without intervention and support, these challenges can result in poor communication and strained social relationships with teachers and peers. Sometimes poor social and communication skills result in bullying by classmates, being the object of jokes or making the student with ASD further isolated and unable to form friendships with peers.

In school, students with ASD may need more time to learn the skills or rules. They may exhibit difficulty with change in routines or developing a comfort level with new teachers and students. Understanding who to go to with questions or who to ask for help may not be natural or easily problem-solved. Knowing when to ask for help is also an area that needs to be taught, rather than assumed. Often schools establish a safe place where students can go for help, especially when they feel out of control.

Social skill training and instruction may be a critical element to help a student with ASD get along with peers and interact with teachers. Needed competencies may range from the very basic social skills expected of a young adult to the complex aspects of reading social cues and accurately interpreting another's perspective or point of view. This includes understanding the school culture, nonverbal body language and peer feelings.

Social instruction may need to address these areas as well as expected school behavior, such as appropriate eye contact and how to initiate, sustain and end a conversation. Typical conversations and vocabulary of the school culture may also need to be taught. Individuals with ASD may make seemingly irrelevant comments or focus on their own special interests to the exclusion of other topics if they are not taught and cued by others.

When assessing the school environment, consider:

1. Will the student's social skills and social understanding be a significant barrier to fitting in with peers?
2. Does the student understand and is he able to follow the directions and instructions given by the teacher?
3. Does the student need directions in alternate or multiple formats—verbal, visual, or demonstrations?
4. What types of social instruction, social supports and social cueing does the student need to successfully complete assignments, as well as engage in social interactions with fellow students and teachers?

### Strategies

1. Review the available transition assessment information or ask to have this area assessed. Note the types of social and communication concerns that were identified, as well as the types of supports and interventions that were effective. Include these interventions (or modified versions of these supports) in the behavior support plan.
  - ▶ In a new situation, the supports will likely need to be intensified initially and then modified as the situation becomes more familiar and predictable.

## Characteristics of ASD – Communication and Socialization - Strategies (con't.)

2. Remember that a combination of verbal, visual and demonstration reinforces learning of new tasks and skills. Skills that may be the most difficult for the individual to master include social skills and social understanding. Strategies and supports that may be used within the workplace include:
  - i. Visual/written scripts
  - ii. Visual reminders of school rules or social norms in terms of what “to do” and the hidden curriculum
  - iii. Subtle cues between the individual and the teacher, or intervention specialist to remind the student when she is too close, too loud, needs to respond, etc.
  - iv. Priming – The support person gives reminders or reviews (can include visual supports) with the student immediately before entering the situation in which the skill is to be used (cafeteria, classroom, bathroom, etc.)
  - v. Videos of self or others performing a task or using desired social skills
  - vi. Immediate (or as soon as reasonable) reinforcement when the student is performing or acting in the desired manner (reinforcement can range from earning a tangible reward to a verbal or gestural praise)
3. Teach, as appropriate, common social skills, such as initiating or responding to a request to engage in an activity.
  - i. Can the individual with ASD be taught a script for this activity or engage in practice requests to establish predictability?
  - ii. Video self-monitoring of practice interviews may also improve interview skills.
4. Use clear verbal/visual description and/or demonstration/modeling of classroom activities, rules, breaks and expectations. This should be done prior to the activity as well as during class. Check for comprehension by observing the student in practice, as well as by encouraging questions.
5. Use email to communicate clearly and concisely with an individual who is competent with the technology. This may allow her time to focus on and better understand the message.
6. Provide a consistent, structured classroom environment. Give advance notice if a change in activities or schedule will take place.
7. Provide peer education. The teacher or other informed individual can do “one-minute” situation-specific education with students about why an individual is acting or reacting in an unusual manner in order to foster understanding.
8. If the individual with ASD uses an AAC device, make sure the specific class vocabulary is programmed into the device. Is there a low-tech alternative in case of a device failure? Is there someone else in the school who understands how to facilitate the device or communication should break-down occur?

## Characteristics of ASD – Executive Function and Organization

### Implications

Individuals with ASD may have great difficulty with organization, attention and mental planning. This challenge may affect the ability to quickly learn and complete activities, assignments or tasks, even in an area where the individual has great talent.

These challenges may appear as:

- ▶ Appearing overwhelmed by a relatively simple task
- ▶ Having difficulty getting started or knowing what to do when finished – even with a routine task
- ▶ Becoming easily distracted and having difficulty returning focus or re-engaging with a task or activity
- ▶ Shutting down or becoming anxious with a change in the normal activity or class routine
- ▶ Viewing a simple problem-solving situation as insurmountable
- ▶ Having a messy or disorganized desk area, even if the individual appears to desire routine and predictability

The individual may not be able to easily and consistently mentally organize and problem-solve, even after the initial transition to a class. Therefore, environmental organization and strategies may be necessary throughout the person's life in order for him to demonstrate and function at his full potential.

Assess the environment and school responsibilities for daily routine, environmental distractibility and the need to problem-solve. Potential environmental modifications and supports should be explored with the school team in order to determine if the situation will likely be a “good fit.”

### Strategies

1. Develop lists of the items that the student needs to take to work and home. The list may be in pictures or words and used as an organizational checklist.
2. Make available visual routines/checklists (words or pictures) of frequent routines encountered at school. These may be used extensively by the individual on some days and not at all on other days.  
Routines to consider include:
  - i. Arrival and departure routines
  - ii. Lunch activities
  - iii. Specific class routines (a person may have several activities that can be reflected in a step-by-step visual routine)
  - iv. Template/diagram for organization of desk area (e.g., photograph of desk organization)
  - v. Templates that assist a person in completing a written task by offering a visual “roadmap” throughout the task (some templates provide an example of each step of the task like an outline)

## Characteristics of ASD – Executive Function and Organization - Strategies (con't.)

3. Create organizational supports to assist the person in understanding:
  - ▶ The assignment to be completed
  - ▶ Where it is to be completed
  - ▶ How much is to be completed
  - ▶ Where to begin and end tasks
  - ▶ The time allotted for completing the work
  - ▶ What to do when the work is finished
4. Provide maps of the school area labeled with bathrooms, lunch areas, offices, etc.
5. Develop “to do” lists or use sticky note reminders.
6. Provide low-tech auditory cuing devices; for example, voice or time cues may help the individual complete activities in a timely manner.
7. Post and review calendars or timelines of deadlines and important tasks. Assist the individual in breaking down a long-term task/assignment into planned steps over the course of several days/weeks/months. Use of online email reminders may also be helpful.
8. Introduce and continue to teach environmental strategies. Extensive cueing/prompting may be necessary in the early stages of using these tools. Once an individual becomes familiar with or competent in the use of the tools, prompts can be limited or faded completely.

## Executive Skills Questionnaire-Teen Version

Rate each item below based on how well it describes you, using this rating scale to choose the appropriate score. Then add the three scores in each section. Use the key on the next page to determine your executive skills strengths (two to three lowest scores) and weaknesses (two to three highest scores).

1	2	3	4	5	6	7
Strongly disagree	Disagree	Tend to disagree	Neutral	Tend to agree	Agree	Strongly agree

<u>Item</u>	<u>Score</u>
1. I act on impulse.	_____
2. I get in trouble for talking too much in class.	_____
3. I say things without thinking.	_____
TOTAL SCORE:	_____
4. I say, "I'll do it later" and then forget about it.	_____
5. I forgot homework assignments or forget to take home needed materials.	_____
6. I lose or misplace belongings such as coats, gloves, sports equipment, etc.	_____
TOTAL SCORE:	_____
7. I get annoyed when homework is too hard or confusing or takes too long to finish.	_____
8. I have a short fuse-am easily frustrated.	_____
9. I get upset when things don't go as planned.	_____
TOTAL SCORE:	_____
10. If the first solution to a problem doesn't work, I have trouble thinking of a different one.	_____
11. I get upset when I have to change plans or routines.	_____
12. I have problems with open-ended homework assignments (e.g., deciding what to write about when given a creative writing assignment).	_____
TOTAL SCORE:	_____
13. I have difficulty paying attention and am easily distracted.	_____
14. I run out of steam before finishing homework or other tasks.	_____
15. I have problems sticking with schoolwork or chores until they are done.	_____
TOTAL SCORE:	_____
16. I put off homework or chores until the last minute.	_____
17. I have difficulty setting aside fun activities in order to start homework.	_____
18. I need to be reminded to start chores or homework.	_____
TOTAL SCORE:	_____
(cont.)	

**Executive Skills Questionnaire-Teen Version (cont.)**

19. I have trouble planning for big assignments (knowing what to do first, second, \_\_\_\_\_ etc.). \_\_\_\_\_
20. I have difficulty setting priorities when I have a lot of things to do. \_\_\_\_\_
21. I become overwhelmed by long-term projects or big assignments. \_\_\_\_\_
- TOTAL SCORE: \_\_\_\_\_
22. My backpack and notebooks aren't organized. \_\_\_\_\_
23. My desk or workspace at home or school is a mess. \_\_\_\_\_
24. I have trouble keeping my bedroom or locker tidy. \_\_\_\_\_
- TOTAL SCORE: \_\_\_\_\_
25. I have a hard time estimating how long it takes to do something (such as \_\_\_\_\_ homework). \_\_\_\_\_
26. I often don't finish homework at night and may rush to get it done in school \_\_\_\_\_ before class. \_\_\_\_\_
27. I need a lot of time to get ready for things (e.g., appointments, schools, \_\_\_\_\_ changing classes. \_\_\_\_\_)
- TOTAL SCORE: \_\_\_\_\_
28. I can't seem to save up money for a designed object-problems delaying \_\_\_\_\_ gratification. \_\_\_\_\_
29. I don't see the point of earning good grades to achieve a long-term goal. \_\_\_\_\_
30. I prefer to live in the present. \_\_\_\_\_
- TOTAL SCORE: \_\_\_\_\_
31. I don't have very effective study strategies. \_\_\_\_\_
32. I tend not to check my work for mistakes even when the stakes are high. \_\_\_\_\_
33. I don't evaluate my performance and change tactics to increase success. \_\_\_\_\_
- TOTAL SCORE: \_\_\_\_\_

<b>KEY</b>					
<u>Items</u>	<u>Executive skill</u>	<u>Items</u>	<u>Executive skill</u>	<u>Items</u>	<u>Executive skill</u>
1-3	Response inhibition	13-15	Sustained attention	25-27	Time management
4-6	Working memory	16-18	Task initiation	28-30	Goal-directed
7-9	Emotional control	19-21	Planning/prioritizing		Persistence
10-12	Flexibility	22-24	Organization	31-33	Metacognition

Your executive skills strengths  
(lowest score)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your executive skills weaknesses  
(highest score)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Executive Skill Definitions

- **Response Inhibition**: The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it. In the young child, waiting for a short period without being disruptive is an example of response inhibition while in the adolescent it would be demonstrated by accepting a referee’s call without an argument.
- **Working Memory**: The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future. A young child, for example can hold in mind and follow 1-2 step directions while the middle school child can remember the expectations of multiple teachers.
- **Emotional Control**: The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior. A young child with this skill is able to recover from a disappointment in a short time. A teenager is able to manage the anxiety of a game or test and still perform.
- **Sustained Attention**: The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. Completing a 5-minute chore with occasional supervision is an example of sustained attention in the younger child. The teenager is able to attend to homework, with short breaks, for one to two hours.
- **Task Initiation**: The ability to begin projects without undue procrastination, in an efficient or timely fashion. A young child is able to start a chore or assignment right after instructions are given. A high school student does not wait until the last minute to begin a project.
- **Planning/Prioritization**: The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what’s important to focus on and what’s not important. A young child, with coaching, can think of options to settle a peer conflict. A teenager can formulate a plan to get a job.
- **Organization**: The ability to create and maintain systems to keep track of information or materials. A young child can, with a reminder, put toys in a designated place. An adolescent can organize and locate sports equipment.
- **Time Management**: The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important. A young child can complete a short job within a time limit set by an adult. A high school student can establish a schedule to meet task deadlines.
- **Goal-directed persistence**: The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests. A first grader can complete a job in order to get to recess. A teenager can earn and save money over time to buy something of importance.
- **Flexibility**: The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions. A young child can adjust to a change in plans without major distress. A high school student can accept an alternative such as a different job when the first choice is not available.
- **Metacognition**: The ability to stand back and take a birds-eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, “How am I doing? or How did I do?”). A young child can change behavior in response to feedback from an adult. A teenager can monitor and critique her performance and improve it by observing others who are more skilled.
- **Stress Tolerance**: the ability to thrive in stressful situations and to cope with uncertainty, change, and performance demands.

## Assignment of Educational Decision-Making Authority California Education Code Section 56041.5

I, \_\_\_\_\_, having reached the age of 18 years, having never been determined to be incompetent for any purpose by a court of competent jurisdiction, and having received, at the age of majority, all educational decisionmaking authority pursuant to California Education Code section 56041.5, hereby authorize my parent, \_\_\_\_\_, to make any and all decisions for me regarding my entitlement to a Free Appropriate Public Special Education.

Such authority shall include, but is not limited to:

- (1) Filing complaints with any public agency, such as the California Department of Education and U.S. Department of Education, Office for Civil Rights;
- (2) Initiating and pursuing special education due process proceedings pursuant to California Education Code section 56500, *et seq.* and any judicial appeals thereof;
- (3) Attending IEP meetings and due process mediations and pre-due process mediations and signing IEP documents and mediation agreements with the same legal effect and authority as I would have absent this assignment;
- (4) Authorizing or refusing to authorize assessments, services, or placements;
- (5) Obtaining copies of any of my educational, psychological, medical, behavioral, or juvenile justice records, or any other materials and information related in any way to my special education, related services, supplementary aids and services, or transition services;
- (6) Receiving information orally from any individual or agency (public or private) regarding my special education rights or services;
- (7) Exercising any other right or action on my behalf concerning my education with the same authority as I would have absent this assignment.

A photocopy or facsimile of this document shall have the same effect as the original.

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

Current Profile/Background

Functional Activities

Presently:  
In the future:

Community Living Activities

Presently:  
In the Future:

Daily Living Skills

Presently:  
In the Future:

Rec/Leisure

Presently:  
In the Future:

Vocational

- How I interact with others:
- Current work skills:
- How I communicate:

Health and Safety Activities

Presently:  
In the Future:

Compiled by: \_\_\_\_\_

Strengths

Career Interests

Learning Preferences

Hurdles

Accommodations

Personality

Transition Activities

Instructional Options

Community Options

Employment Options

Whelan-Gioia 2013 adapted from DiCecco & Whelan-Gioia 2007 adapted from Curtis, Koorndyk, Simmons, 97.

# Apps and Social Media to Assist with Job Development and Linkages

## Job Development

Consider Utilizing Social Media Techniques

 brainshark



*Pinterest*



**twitter**



**facebook**

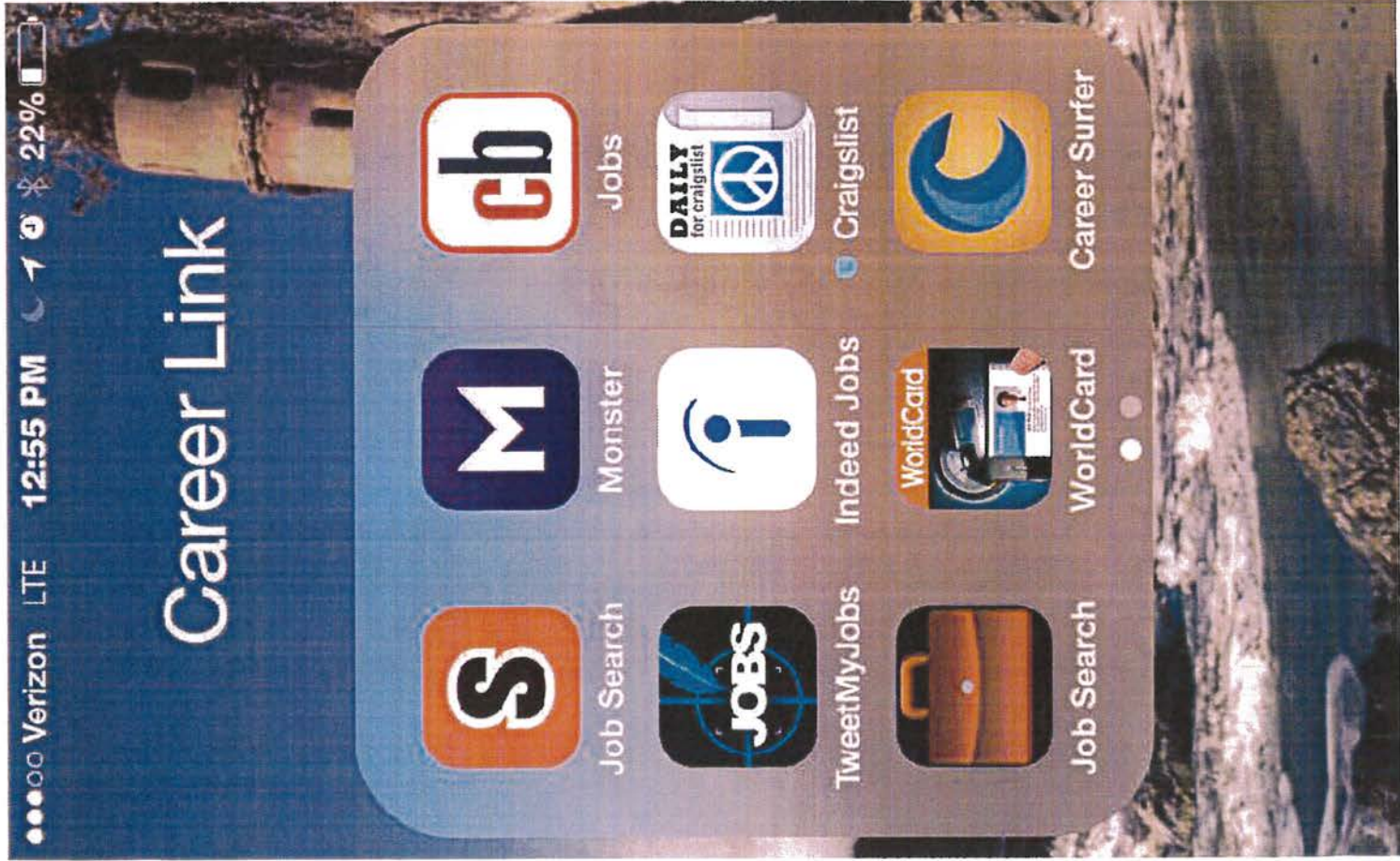


**LinkedIn**



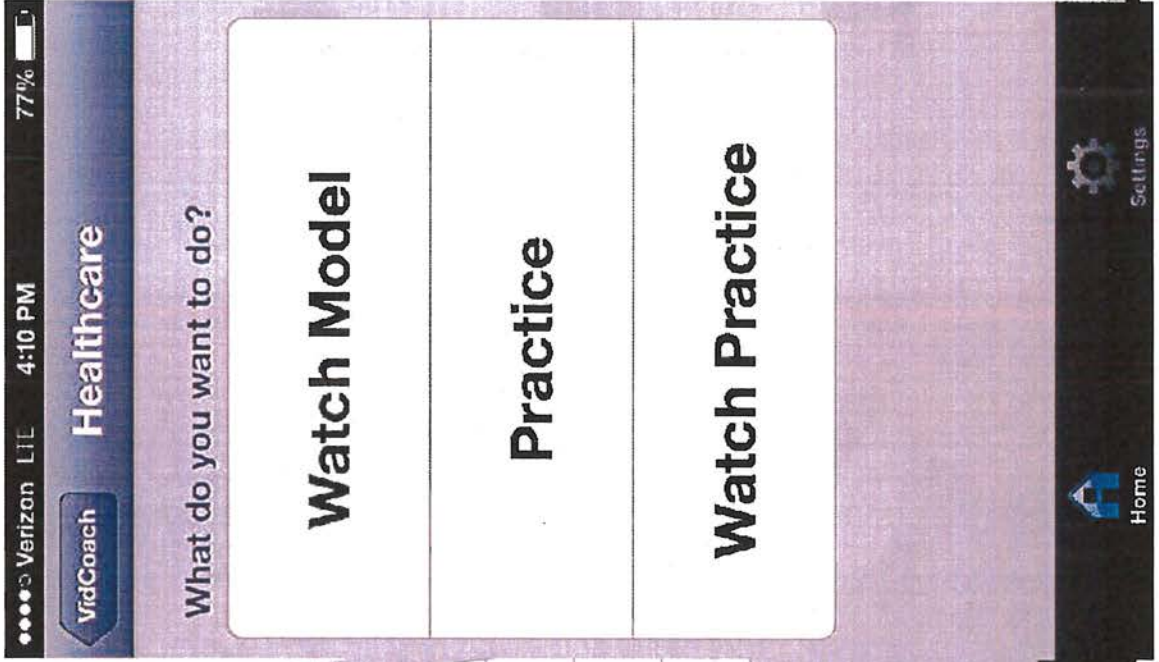
*Instagram*





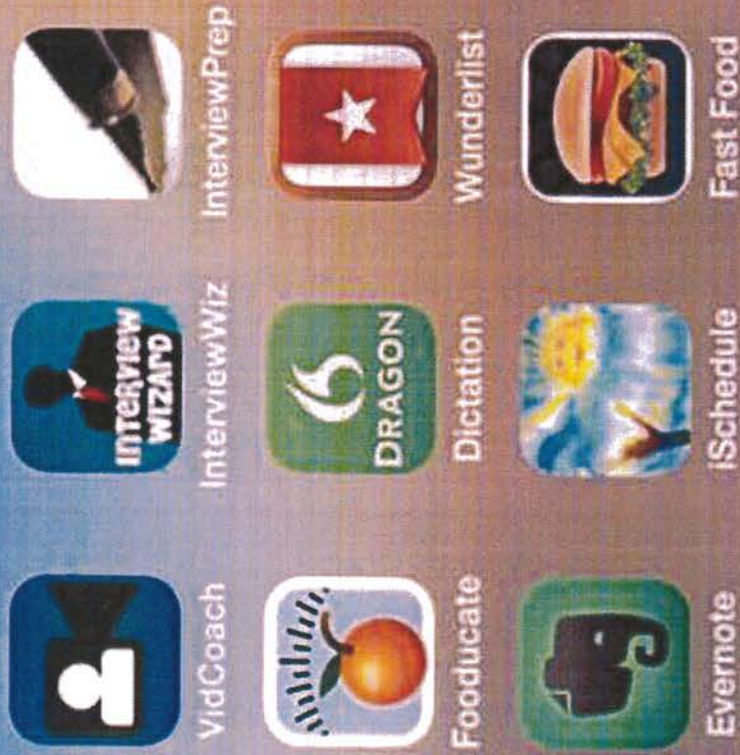
# Keep Helpful APPS at your Fingertips on your Mobile Device

# VidCoach App



TiW

# Technology in the Work place Helpful Apps





UNIVERSITY OF CALIFORNIA, IRVINE  
TECHNOLOGY IN THE WORKPLACE APPS

**Finance:**

**Financial Football (iOS only):**

HD version for iPad: <https://itunes.apple.com/us/app/financial-football-hd/id387095643?mt=8>

non-HD version, for iPod: <https://itunes.apple.com/us/app/financial-football/id38711925?mt=8>

**Peter Pigs Money Counter (Android only)**

<https://play.google.com/store/apps/details?id=com.coppermobile.android.moneycounter>

**Financial Calculators:**

<https://play.google.com/store/apps/details?id=com.financial.calculator> (Android)

<https://itunes.apple.com/us/app/practical-money-skills-calculators/id371167241?mt=8> (iOS)

**Interviews, Resumes, and Job Hunting:**

— Apple: VidCoach: <https://itunes.apple.com/us/app/vidcoach/id645391520?mt=8> (if you are on an iPad and can't seem to find it, make sure you have your iTunes set to search all apps, not just iPad ones)

— Android: <https://play.google.com/store/apps/details?id=com.careerconfidential.jobqa>

— For Apple: <https://itunes.apple.com/us/app/interview-prep-questions-free/id334348315?mt=8>

— For

Android: <https://play.google.com/store/apps/details?id=com.programmerworld.HRInterviewQuestionsLite>

- iMovie

## Health and Hygiene:

- Apple: <https://itunes.apple.com/us/app/hygienehelper/id817677736?mt=8>
- Android: <https://play.google.com/store/apps/details?id=edu.uci.ics.hygienehelper>

- Apple and Android: Fooducate
- Apple: Fast food calories
- Android: Fast Food Calorie Lookup

## Transportation:

- Android: <https://play.google.com/store/apps/details?id=com.mapquest.android.ace>
- iOS: <https://itunes.apple.com/us/app/mapquest-maps-gps-voice-navigation/id316126557?mt=8>
- iOS: <https://itunes.apple.com/us/app/google-maps/id585027354?mt=8>

## Social Media:

- iOS: <https://itunes.apple.com/us/app/linkedin/id288429040?mt=8>
- Android: <https://play.google.com/store/apps/details?id=com.linkedin.android>

## Organization:

Calendar (including shared calendaring through Google calendar)

Email (again, we use Google when possible)

Wunderlist in AppStore: <https://itunes.apple.com/us/app/wunderlist-to-do-task-list/id406644151?mt=8>

Wunderlist for

Android: <https://play.google.com/store/apps/details?id=com.wunderkinder.wunderlistandroid>

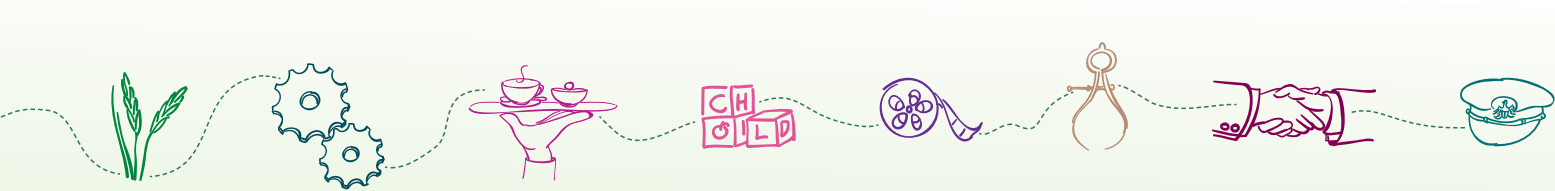
Evernote in AppStore: <https://itunes.apple.com/us/app/evernote/id281796108?mt=8>

Evernote in Google Play: <https://play.google.com/store/apps/details?id=com.evernote&hl=en>



**Table 1: CTE Anchor Standards—Common Core English Language Arts Alignment**

ANCHOR STANDARD	CCSS ELA Standards Code(s)
<p><b>Anchor Standard 1: Academics</b> Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>	<p>Note: alignment listed within each sector</p>
<p><b>Anchor Standard 2: Communications</b> Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LS 9-10, 11-12.6</p>
<p><b>Anchor Standard 3: Career Planning and Management</b> Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SLS 11-12.2</p>
<p><b>Anchor Standard 4: Technology</b> Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>	<p>WS 11-12.6</p>
<p><b>Anchor Standard 5: Problem Solving and Critical Thinking</b> Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>WS 11-12.7</p>
<p><b>Anchor Standard 6: Health and Safety</b> Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p>	<p>RSTS 9-10 11-12.4</p>
<p><b>Anchor Standard 7: Responsibility and Flexibility</b> Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SLS 9-10 11-12.1</p>
<p><b>Anchor Standard 8: Ethics and Legal Responsibilities</b> Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work.</p>	<p>SLS 11-12.1d</p>
<p><b>Anchor Standard 9: Leadership and Teamwork</b> Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed.</p>	<p>SLS 11-12.1b</p>
<p><b>Anchor Standard 10: Technical Knowledge and Skills</b> Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>WS 11-12.6</p>
<p><b>Anchor Standard 11: Demonstration and Application</b> Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.</p>	<p>Note: no alignment evident for this standard</p>



## Pathway Standards

Each of the 15 industry sectors (see table 2) contain from three to seven pathways. To be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

**Table 2: Industry Sectors and Pathways**

INDUSTRY SECTOR	PATHWAYS
Agriculture and Natural Resources	<ul style="list-style-type: none"> <li>• Agricultural Business</li> <li>• Agricultural Mechanics</li> <li>• Agriscience</li> <li>• Animal Science</li> <li>• Forestry and Natural Resources</li> <li>• Ornamental Horticulture</li> <li>• Plant and Soil Science</li> </ul>
Arts, Media, and Entertainment	<ul style="list-style-type: none"> <li>• Design, Visual, and Media Arts</li> <li>• Performing Arts</li> <li>• Production and Managerial Arts</li> <li>• Game Design and Integration</li> </ul>
Building and Construction Trades	<ul style="list-style-type: none"> <li>• Cabinetry, Millwork, and Woodworking</li> <li>• Engineering and Heavy Construction</li> <li>• Mechanical Systems Installation and Repair</li> <li>• Residential and Commercial Construction</li> </ul>
Business and Finance	<ul style="list-style-type: none"> <li>• Business Management</li> <li>• Financial Services</li> <li>• International Business</li> </ul>
Education, Child Development, and Family Services	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Consumer Services</li> <li>• Education</li> <li>• Family and Human Services</li> </ul>
Energy, Environment, and Utilities	<ul style="list-style-type: none"> <li>• Energy and Power Technology</li> <li>• Environmental Resources</li> <li>• Telecommunications</li> </ul>
Engineering and Architecture	<ul style="list-style-type: none"> <li>• Architectural Design</li> <li>• Engineering Technology</li> <li>• Engineering Design</li> <li>• Environmental Engineering</li> </ul>



Fashion and Interior Design	<ul style="list-style-type: none"> <li>• Fashion Design and Merchandising</li> <li>• Interior Design</li> <li>• Personal Services</li> </ul>
Health Science and Medical Technology	<ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• Patient Care</li> <li>• Health Care Administrative Services</li> <li>• Health Care Operational Support Services</li> <li>• Public and Community Health</li> <li>• Mental and Behavioral Health</li> </ul>
Hospitality, Tourism, and Recreation	<ul style="list-style-type: none"> <li>• Food Science, Dietetics, and Nutrition</li> <li>• Food Service and Hospitality</li> <li>• Hospitality, Tourism, and Recreation</li> </ul>
Information and Communication Technologies	<ul style="list-style-type: none"> <li>• Information Support and Services</li> <li>• Networking</li> <li>• Software and Systems Development</li> <li>• Games and Simulation</li> </ul>
Manufacturing and Product Development	<ul style="list-style-type: none"> <li>• Graphic Production Technologies</li> <li>• Machining and Forming Technologies</li> <li>• Welding and Materials Joining</li> <li>• Product Innovation and Design</li> </ul>
Marketing, Sales, and Services	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Professional Sales</li> <li>• Entrepreneurship/Self-Employment</li> </ul>
Public Services	<ul style="list-style-type: none"> <li>• Public Safety</li> <li>• Emergency Response</li> <li>• Legal Practices</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>• Operations</li> <li>• Structural Repair and Refinishing</li> <li>• Systems Diagnostics, Service, and Repair</li> </ul>

### Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

**Figure 2: Sample Academic Alignment Matrix**

Education, Child Development, and Family Services	A. Child Development	B. Consumer Services
ENGLISH LANGUAGE ARTS		
<b>Language Standards – LS (Standard Area, Grade Level, Standard #)</b>		
11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0

**NSTTAC Indicator 13 Checklist Form A  
(Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) Upon graduation from high school, Stephanie will attend Trident Technical College and participate in the culinary arts industry certificate program meeting the requirements to attain an Entry Level Food Service Certificate.</p> <p>(Education and Training 2) After high school, Stephanie will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) Behavior occurs after high school</li> <li>b) Goals are observable</li> </ul> <p>(Employment 1) After high school, Stephanie will access public transportation to get to and from work each day.</p> <p>(Employment 2) After high school graduation, Stephanie will work 20 hours per week at a local restaurant with temporary supports provided through Vocational Rehabilitation.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focus of these goals.</li> <li>b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.</li> <li>c) Reporting to her job at a local restaurant is also a skill that can be observed.</li> <li>d) Stated that the goal will occur after Stephanie exits high school.</li> </ul> <p>(Independent Living 1) Upon completion of high school, Stephanie will independently prepare for work each day, including dressing, making her bed, and making her lunch.</p> <p>(Independent Living 2) Upon graduation from high school, Stephanie will live semi-independently with a roommate in an apartment close to her parent's home and supports provided</p>	<p>(Education and Training 1) Stephanie wants to classes in culinary arts.</p> <p>(Education and Training 2) Stephanie will need compensatory education classes after high school.</p> <p><i>These goals <b>do not</b> meet I-13 standards for item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) Goals are not measurable as stated.</li> <li>b) "wanting" and "needing" are not observable behaviors.</li> </ul> <p>(Employment 1) Stephanie envisions riding the public bus each day.</p> <p>(Employment 2) Stephanie wants to apply for a job at a local restaurant.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a.) Goals are not measurable as stated.</li> <li>b.) "envisioning" and "wanting" are not observable behaviors</li> </ul> <p>(Independent Living 1) Stephanie's parents will assist her with preparing for work each morning.</p> <p>(Independent Living 2) Stephanie will look for an apartment to live in after high school.</p>

**NSTTAC Indicator 13 Checklist Form A  
(Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) After graduating from high school, Jason will attend a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.</p> <p><i>This goal <b>meets</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Attending courses in a postsecondary education environment is the focus of the goal.</i></li> <li>b) <i>Goal reflects Jason's strengths, interest, and preferences.</i></li> </ul> <p>(Employment 1) After obtaining his degree from the university, Jason will work as a high school history teacher in his hometown.</p> <p><i>This goal <b>meets</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Participation in or maintenance of employment is the focus of these goal.</i></li> <li>b) <i>Expectation, or behavior, is explicit, as in Jason continues employment, or does not</i></li> <li>c) <i>It is stated in this goal that employment will occur after Jason leaves high school.</i></li> </ul>	<p>(Education and Training 1) Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education</p> <p><i>This goal <b>does not</b> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>It occurs before Jason will have left high school.</i></li> <li>b) <i>"Apply" is an activity or process, not an outcome.</i></li> </ul> <p>(Employment 1) Jason wants to be a teacher after high school.</p> <p><i>This goal <b>does not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>"wants" is not observable</i></li> </ul>

# Resources to Support Transition

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## Transition/Career Resources

- The Diagnostic Center, Northern California: <http://www.dcn-cde.ca.gov>
- National Longitudinal Transition Study-2 (NLTS2): <http://www.bls.gov/k12/index.htm>
- The Career Interests Game:  
<http://career.missouri.edu/students/explore/thecareerinterestsgame.php>
- The “Life Accelerator” Test: <http://www.navy.com>
- Transition to Adult Living: An Information and Resource Guide:  
<http://www.calstat.org/transitionGuide.html>
- When You Become 18:  
[http://www.calbar.ca.gov/state/calbar/calbar\\_generic.jsp?cid=10180&id=17523](http://www.calbar.ca.gov/state/calbar/calbar_generic.jsp?cid=10180&id=17523)
- Ventura County Special Education Local Plan Area (SELPA):  
<http://www.venturacountyselpa.com/>

## Autism Resources

- National Institute on Mental Health (NIMH): <http://www.nimh.nih.gov/healthinformaton/autism>
- Transition to Adulthood Guidelines for Individuals with ASD:  
[www.ocali.org/pdf\\_trans\\_guide/Trans\\_Guide\\_6.pdf](http://www.ocali.org/pdf_trans_guide/Trans_Guide_6.pdf)
- Indiana Resource Center for Autism (IRCA): <http://www.isdd.indiana.edu/irca/fmain1.html>
- National Institute of Child Health & Human Development (NICHD): <http://www.nichd.nih.gov/>
- Future Horizons: <http://www.fhautism.com/>
- Secondary Transition: <http://www.nichcy.org/reauth/tb-second-trans.doc>

## Publications

- *Life Lists for Teens: Tips, Steps, Hints, and How-Tos for Growing Up, Getting Along, Learning, and Having Fun* by Pamela Espeland, 2002.
- *Preparing for Life: the Complete Guide for Transitioning to Adulthood for those with Autism and Asperger’s Syndrome* by Dr. Jed Baker
- *Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals* by Alan Hoffman and Sharon Field
- *Life Journey Through Autism: A Guide for Transition to Adulthood* by Danya International, Inc. Shaping Healthy Futures. 8737 Colesville Road, Suite 1100 Silver Spring, MD 20910 (301) 565-2142 [www.danya.com](http://www.danya.com)