How to use this guide: The most effective way to use this resource is in collaboration with your Project 10 Regional Transition Representative (RTR). RTRs are available for technical assistance via Zoom and/or phone.

Section 1 of this guide includes resources that districts and families may find helpful in both distance/remote teaching or in the classroom. There are four subsections, including the following:

- Online Student-Directed Assessments,
- Teacher-Led Printable Assessments,
- General Transition Assessment Resources and
- Additional Resources.

Online Student-Directed Assessments

1. **1-2-3 Test, Career Aptitude Test:** This free career aptitude test can provide insight into a person's job personality. Based on a characterization of the individual's personality in terms of Holland Code personality types, he/she will learn what kind of work environments and occupations would be best. The results of this career test provide individuals with a list of professions and occupations that fit their career personality. https://www.123test.com/career-test/.

2. **Career Index Plus** is an interactive career assessment tool, which also includes information helpful in finding career interests and employment. Free registration is required. https://www.thecareerindex.com/dsp_intro.cfm

3. **Casey Life Skills (CLS) assessment** helps identify personal, functional, independent living and employment skills to achieve long-term goals for students ages 14-21. CLS requires free account registration and a mentor/case manager to assist the student.
   - **CLS Youth-** https://caseylifeskills.secure.force.com/clsa_learn_youth
   - **CLS Provider-** https://caseylifeskills.secure.force.com/clsa_learn_provider

4. **Goodwill Community Foundation's Assessment and Lesson Planner**: Assessments and lessons to plan a career, apply for jobs, balance work life and get the training needed for today's marketplace. https://edu.gcfglobal.org/en/subjects/work/

5. **MyCareerShines** is an online planning tool is a comprehensive career planning system. With MyCareerShines, students are able to explore careers, identify personal preferences for future employment and learn about the educational requirements for specific professions. https://www.floridashines.org/find-a- career/plan-your-future

6. **MyNextMove** is an interactive profiler that helps students find out what their interests are and how they relate to the world of work. https://www.mynextmove.org/explore/ip

7. **Roadtrip Nation:** Free career exploration tool. Includes basic career interest inventory and suggested fields, and real-life stories of people in those fields. A more comprehensive version is available for a fee. https://roadtripnation.com/explore.

Teacher-Led/Printable Assessments

1. **Age-Appropriate Transition Assessment Library** from the Ohio Department of Education (General Assessments)
   https://www.ohioaatalibrary.org/?page_id=103
2. **Career Family Tree Worksheet**, from Family, Career and Community Leaders of America (FCCLA), is a one-page family tree career interest survey.
   http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Career.Family.Tree_3009.pdf
3. **Choicemaker Self-Determination Assessment, AIR Self-Determination Assessment & ARC Self-Determination Scale**
   http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools
4. **C.I.T.E. Learning Styles Instrument**
   https://deldhub.gacec.delaware.gov/pdf/CITE%20Learning%20Styles%20Instrument.pdf
5. **Employability/Life Skills Assessment** (ELSA), various age ranges and assessments for educators and parents
   https://www.ocali.org/project/tg_aata/page/elsa_documents
6. **I'm Determined Self-Determination Checklists**
   https://www.imdetermined.org/?sfid=3176&_sf_s=assessment&_sft_resource_format=document
7. **Pictorial Interest Inventory** from Champlain Valley Educational Services (CVES)
   https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf

General Transition Assessment Resources

1. **Age-Appropriate Transition Assessment and Resources** from the transition Improvement Grant (TIG)
   https://www.witig.org/wstidata/resources/age-appropriate-assessment-guide-revised-7-23-19-bk_1563893144.pdf
2. **Age Appropriate Transition Assessment Toolkit** from the National Technical Assistance Center on Transition (NTACT)
   https://transitionta.org/search/google/Transition%20Assessment%20Toolkit
3. **Free Transition Assessments** from Transition Hub
   https://sites.google.com/site/transitionhub/transition-assessments/transition-assessments
4. **Quick Book of Transition Assessments** from Ohio Center for Autism and Low-Incidence (OCALI): https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf
5. **Transition Assessment** information from Project 10 webpage
   http://project10.info/DPage.php?ID=146
6. **Transition Assessment Matrix** from Indiana Secondary Transition Resource Center (INSTRC)
   https://instrc.indiana.edu/transition-resources/transition-matrix.html

What Are Transition Assessments?

Transition assessments are inventories, interviews, discussions and observations that help to answer three BIG questions that outline your plan for life after graduation.

| Where am I now? | Where do I want to go? | How do I get there? |

Additional Resources

1. **FloridaShines resources**
   - Provide these success worksheets to help your students thrive in the online environment:
     - Managing Your Time: Creating a plan is not always easy, this worksheet will help your students learn the tips and tricks of time management.
     - Note Taking Skills: Taking notes is critical, especially during a time of learning challenges. This worksheet will provide your students with all the details needed to be an effective note taker.

- o Developing Study Skills: There are eight key components to studying. This worksheet will walk your students through each step and allow them to develop those skills.
- Allow your students to begin exploring post-secondary options online.
  - o Through FloridaShines' Institution Profiles students can explore Florida's 40 public colleges and universities that offer a range of degrees and experiences. Nearly all of Florida's state colleges and universities offer online degree programs in addition to their on-campus programs.
  - o Discover Degree and Certificate Programs offered in the state that will allow students to prepare for life after graduation and plan for a bright future.
- Students can learn more about themselves and make a plan for their return to school and finish strong.
  - o MyCareerShines is a comprehensive education and career planning system that will help your students succeed in the increasingly competitive global economy. They will learn about themselves, discover the many options and opportunities for their future, and gain access to the information and tools to achieve their goals.
- Encourage your students to get organized. This is a great time for them to track all their accomplishments and plan for the summer ahead.
  - o Using MyCareerShines students can create a personalized e-portfolio that allows students to have one location to post social media links, resumes, contact information, a summary about themselves, list accomplishments, and much more.

2. **Improving Postsecondary Outcomes for All Students with Disabilities** from the National Technical Assistance Center on Transition (NTACT).
https://transitionta.org/search/google/Improving%20Postsecondary%20Outcomes%20for%20All%20Students%20with%20Disabilities

3. **MyMoney**, from the Florida Department of Financial Services, is a financial literacy program that helps to support independence for individuals with developmental disabilities.
https://myfloridacfo.com/mymoney/

4. **TED-Ed,** a youth and education initiative, seeks to "capture and amplify the voices of the world's greatest teachers" by collecting teachers' best lessons and producing animated videos of the lessons that are free and accessible to everyone.
https://ed.ted.com/about

5. **Transition Resource Tables,** from the University of Northern Colorado, contain resources for professional development, teacher use, student use and parent/family use in a variety of content areas.
https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/Transition_Resource_Tables_2017.pdf

6. **VIDTIONARY** (A video dictionary with a collection of short videos that defining words and concepts, such as "career", by showing various example scenes illustrating the word's meaning.)
http://www.vidtionary.com.

Section 2 of this guide is organized by the objectives in the following transition-related courses: Self-Determination, Transition Planning, Career Preparation, Career Experience and Preparation for Adult Living. Links to curriculum, videos and other resources are listed below the course objectives. These resources support the instructional objectives listed in each course and will assist teachers with lesson activities and design. Students do not need to be enrolled in the course; the objectives can be worked on individually.

Please note: The resources may apply to more than one course requirement area.

Self-Determination #7963140	Transition Planning #7960010	Career Preparation #7980110	Career Experience #7980120	Preparation for Adult Living #7963010
Course Requirements				
Self-Determination and Self-Advocacy • Explain how personal abilities and disability impact learning and other areas of life. • Identify own interests, strengths, preferences, needs, and possible resources. • Describe factors that affect self-esteem and personal feelings of efficacy. • Apply strategies to support positive self-esteem and feelings of efficacy in a variety of situations and settings. • Apply skills of self-advocacy and self-determination as appropriate in a variety of situations, including accessing community resources, requesting accommodations and self-disclosure.	**Self-Determination and Self-Advocacy** • Apply knowledge and skills reflecting self-advocacy and self-determination in transition planning. • Demonstrate skills for effective participation in own individual educational plan meeting for transition planning. • Use effective communication skills in school, home, community, and employment settings. • Demonstrate personal qualities, such as dependability, punctuality, responsibility, and personal grooming which meet demands of school, home, community, and employment settings.	**Self-Determination and Self-Advocacy** • Demonstrate self-awareness of personal abilities and disability and their impact on career planning and career choices. • Describe appropriate self-determination and self-advocacy strategies in a variety of community and workplace situations.	**Self-Determination and Self-Advocacy** • Apply appropriate self-determination and self-advocacy strategies in a variety of school and community work settings.	**Self-Determination and Self-Advocacy** • Apply knowledge and skills of self-advocacy and self-determination in situations associated with adult life across school, community, home, and employment settings. • Use a systematic process to solve problems associated with adult life in situations across school, community, home, and employment settings.

Curriculum, Instruction, Lesson Plans and Videos

1. **Self-Advocacy Online** has a variety of short videos regarding the core components of self-determination.
   http://www.selfadvocacyonline.org/learning/
2. **I'm Determined** provides a variety of resources to help build self-determination skills (slides with embedded activities, handouts and resources).
   https://www.imdetermined.org/
3. *4-1-1 on Disability Disclosure*, workbook for students, from the National Collaborative on Workforce and Disability for Youth (NCWD/Youth).
   http://www.ncwd-youth.info/wp-content/uploads/2016/10/411_Disability_Disclosure_complete.pdf
4. **Youth Videos,** from the National Collaborative on Workforce and Disability for Youth (NCWD/Youth**),** address various topics (e.g. disability disclosure, personal assistance services).
   http://www.ncwd-youth.info/publications/videos/
5. **Lesson Plan Starters**, from the National Technical Center on Transition (NTACT), include lessons to increase student involvement in IEP meetings and their self-determination skills
   https://transitionta.org/system/files/resourcetrees/LP%20Library_Update_August2018.pdf?file=1&type=node&id=1975&force=
6. **Dude, Where's My Transition Plan?** Video from the National Parent Center on Employment and Transition
   Video - https://www.pacer.org/transition/video/player.asp?video=60
   Booklet - (available in English and Spanish) - https://prntexas.org/dude-wheres-my-transition-plan/
7. **It's My Choice** from the Minnesota Council on Developmental Disabilities: A workbook for individuals with disabilities
   https://aea8transition.files.wordpress.com/2019/01/its_my_choice-fillable-pdf.pdf
8. **Youthhood.org** (free resource but students must register) Students can create a private journal, access the "Activities Folder" and a "Life Map" goal-planner
   http://www.youthhood.org
9. **ME! Lessons for Teaching Self-Awareness & Self-Advocacy** from the Zarrow Center provide detailed lesson plans and resources.
   http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy
10. **An Educational Journey from Self-Discovery to Advocacy, A Handbook for Students** from the Connecticut State Department of Education
    http://dc-transition-guide-admin.s3.amazonaws.com/files/2013/10/17/An%20Educational%20Journey%20from%20Self-Discovery%20to%20Advocacy%20A%20Handbook%20for%20Students.pdf

11. **Self-Directed Transition Planning Tool** form the Wisconsin Let's Get to Work Partner Schools and Students is an ongoing guide for teams to use as students move through transition, build life skills, and engage in educational and work experiences in preparation for adulthood.
http://www.letsgettoworkwi.org/wp-content/uploads/2015/07/LGTW-Transition-Planning-Tool-June-2015.pdf

12. **Self-Directed Transition Planning Lessons** from the Wisconsin Department of Public Instruction
https://sites.google.com/a/cesa2.org/wisconsin-s-self-directed-transition-planning-lessons/

Self-Determination #7963140	Transition Planning #7960010	Career Preparation #7980110	Career Experience #7980120	Preparation for Adult Living #7963010
Course Requirements				

Choice Making and Motivation
• Make choices based on determination of strengths, interests, and needs; review of possible options; and consideration of consequences in a variety of situations.
• Assess how internal and external motivation drives personal effort.
• Employ self-motivation techniques, such as making a list, setting goals, and rewarding accomplishments.
 	
Decision Making and Problem Solving
• Use effective decision-making strategies and apply problem-solving skills when completing tasks in a variety of situations.
• Identify problems, examine alternatives, implement solutions, and evaluate results in a variety of situations.
	Personal and Career Planning
	• Use a planning process to establish and revise personal goals related to postsecondary adult living.
	• Use tools and resources for career planning, such as aptitude surveys and inventories, counseling, and computer-based programs—Electronic Personal Education Planner (ePEP) and CHOICES—to evaluate own interests and abilities for career and postsecondary education/training opportunities.
	• Describe a range of career options in various career clusters.
	• Identify a progression of jobs in a career path beginning with entry-level jobs that match career goals.
	• Evaluate available employment opportunities that match career goals.
		Career Planning
		• Describe the purpose and components of a personal career plan.
		  Identify own interests and aptitudes related to postsecondary education/training and employment.
		• Create a career plan focusing on postsecondary education/training and employment goals based on results of transition assessments.
		• Career Exploration
		• Describe careers in a range of occupational clusters.
		• Describe career opportunities within each cluster, employment outlook, and postsecondary education/training requirements.
			Career Planning
			• Evaluate own interests and aptitudes related to postsecondary education/training and employment.
			• Select postsecondary education/training and employment options based on identified skills, preferences, and interests.
			• Use transition assessment results to update and revise personal career plan, including postsecondary education/training and employment goals.
				Personal and Career Planning
				
				• Review and revise personal goals related to adult living, including measurable postsecondary goals on own individual educational plan.
				• Explain options for postsecondary education/training programs—such as degree or certificate programs, continuing education, adult education, and on-the-job training—including program offerings, admission requirements, and disability resources.
				• Create a plan that reflects personal career options.
				• Apply job-seeking skills and use a variety of resources to find employment.
				  Explain the meaning and implications of age of majority status.

Curriculum, Instruction, Lesson Plans and Videos
1. **Videos**, from the National Parent Center on Transition and Employment, help students learn soft skills to that support their transition to adulthood.
https://www.pacer.org/transition/video/series.asp?se=39
2. *Skills to Pay the Bills- Mastering Soft Skills for Workplace Success* from the Office of Disability Employment Policy, provides soft skill lessons and accompanying videos
https://www.dol.gov/odep/topics/youth/softskills/ (available in English and Spanish)
3. **Online Lessons,** from Goodwill Community Foundations, help students to plan a career, apply for jobs and get the training needed to succeed in today's marketplace.
https://edu.gcfglobal.org/en/subjects/work/
4. **Self-Advocacy Online**: this website has a variety of short videos regarding citizenship, community involvement, personal health and safety, etc.:
http://www.selfadvocacyonline.org/learning/
5. **FYI Transition**, free online resource for professionals and students and their families. Six online modules (Manage Your Money, Manage Your Health, Community Life, Self-Employment, More Education, and Get a Job) are available for students at two different levels. Registration is required.
https://fyitransition-students.org/.

Self-Determination #7963140	Transition Planning #7960010	Career Preparation #7980110	Career Experience #7980120	Preparation for Adult Living #7963010
Course Requirements				
Personal and Social Relationships • Use communication skills that promote positive interpersonal relationships in a variety of situations. • Identify potential consequences of behavior or communication before interacting with others. • Model effective conflict resolution strategies and processes. **Personal and Career Planning** Use a systematic planning process to establish and revise short- and long-term goals. • Explain high school diploma options, requirements and their impact on postsecondary education/training and career options. • Participate effectively in own IEP meeting for transition planning. • Explain the components of own IEP. **Leadership** • Exhibit leadership skills, including guiding or directing others on a positive course of action and appropriately influencing the opinion and behavior of others. • Assume leadership roles in various situations, including IEP team meetings.	**Workplace Competencies** • Demonstrate personal and social competencies necessary for employment situations. • Demonstrate understanding of job responsibilities in preferred careers. • Postsecondary Education/Training • Explain high school diploma options for students with disabilities and how they relate to requirements for postsecondary education/training and preferred career outcomes. • Describe postsecondary education/training programs that are recommended or required as preparation for preferred careers. • Describe a range of options for postsecondary education/training, including program offerings, admission requirements, financial aid, housing options, and disability resources.	**Employability Skills** • Demonstrate competencies to conduct a job search, including locating job openings using the newspaper, Internet, and networking with others. • Demonstrate competencies to apply for a job, including completing a generic job application (electronic or paper), creating a basic resume, and preparing responses to common questions in job interviews and pre-employment inventories. • Describe effective work habits and ethical behavior in the workplace. • Describe appropriate attire and personal care skills that meet demands of a variety of workplace situations.	**Employability Skills** • Demonstrate competencies to apply for a targeted job, including completing the job application (electronic or paper), updating personal resume, and participating in mock job interviews. • Demonstrate effective work habits and ethical behavior in school and community work settings. • Demonstrate appropriate attire and personal care skills to meet demands of a variety of school and community work settings.	**Personal and Social Competencies** • Apply appropriate communication skills and etiquette when using phone, mail, e-mail, or social networking and other methods of interaction. • Demonstrate personal and social competencies necessary for successful interpersonal relationships in a variety of situations. • Model techniques to avoid potential negative influences of others, such as peer pressure, bullying, or coercion.

Curriculum, Instruction, Lesson Plans and Videos

1. *Skills to Pay the Bills- Mastering Soft Skills for Workplace Success*, from the Office of Disability Employment Policy, is a curriculum with soft skill lessons and accompanying videos. Activities and curriculum focus on six key areas: communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking and professionalism. https://www.dol.gov/odep/topics/youth/softskills/ (available in English and Spanish)
2. *Let's Get Everyone to Work" DVDs and Resource Toolkit,* from the Florida Developmental Disabilities Council, is a 45-minute downloadable video that explores strategies and approaches that lead to successful employment and greater independence for individuals with developmental disabilities. The website includes links to each section, including 12 personal stories of individuals with a variety of disabilities who are successfully employed. https://www.fddc.org/publications
3. **Explore Work,** developed by Workforce Innovation Technical Assistance Center (WINTAC), is a collection of online modules that assist students with disabilities to explore work options and plan for a career. https://explore-work.com/

Transition Planning #7960010	Career Preparation #7980110	Career Experience #7980120	Preparation for Adult Living #7963010
Course Requirements			
Citizenship and Community Involvement • Describe elements and examples of community involvement and participation as a citizen. • Identify benefits and services available from community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services. • Independent Living • Describe options and resources available in the community for adult living. • Compare characteristics, costs, and amenities in various adult living arrangements based on individual preferences and means. • Determine requirements, costs, and opportunities for recreation and leisure activities. • Select recreation and leisure activities that align with personal interests and abilities. **Legal Issues** • Demonstrate understanding of the meaning and personal implications of the age of majority status. • Describe the rights and responsibilities of individuals with disabilities as applied to postsecondary education/training, employment, and independent living. • Identify differences between rights and responsibilities afforded to students with disabilities in high school programs and adults with disabilities in postsecondary education/training and employment settings, such as self-disclosure, accommodations, and information about the grievance and appeal process.	**Community Resources and Agencies Related to Careers** • Identify community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers. • Describe sources and features of public and private transportation in the community. **Rights, Benefits and Responsibilities of Employment** • Identify legal rights of persons with disabilities in the school, community, and workplace based on the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act, and child labor laws. • Identify benefits related to employment, such as health insurance, workers compensation, leave time, retirement options, and Social Security. • Identify financial concepts and requirements related to employment, such as wages, withholding taxes, and employment forms (W4, W2). • Workplace Competencies • Describe decision-making and problem-solving processes used in workplace situations. • Identify competencies for employment in a variety of settings. • Identify health and safety requirements in various workplace settings. • Use communication skills (verbal, written, nonverbal) needed for success in the workplace.	**Community Resources and Agencies Related to Employment** • Describe community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers. • Demonstrate the ability to navigate the community using public and private transportation. **Rights, Benefits, and Responsibilities of Employment** • Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act (FLSA), and child labor laws. • Explain benefits related to employment, such as health insurance, workers' compensation, leave time, retirement options, and Social Security. **Workplace Competencies** • Demonstrate work-related skills, including the use of technology, tools, and equipment, at selected job sites. Apply decision-making and problem-solving processes used in school and community work settings. • Demonstrate competencies for employment in a variety of school and community work settings. • Follow health and safety requirements in a variety of school and community work settings. • Apply effective communication skills (verbal, written, nonverbal) in school and community work settings.	**Citizenship and Community Involvement** • Identify and select events in the community based on personal interests and preferences. • Plan and participate in a variety of recreation and leisure activities that align with personal interests and abilities; based on available opportunities and funds. • Explain how to access community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services, to obtain benefits and services. • Fulfill legal and civic responsibilities, such as understanding the roles of federal, state, and local government; obtaining photo identification; registering to vote; registering for Selective Service; obeying local laws; and participating in optional volunteer services. • Demonstrate knowledge of and ability to travel in the community, including use of available means of transportation and local resources. **Adult Living Arrangements** • Describe requirements and responsibilities associated with the acquisition of adult living arrangements, such as rent, contracts, insurance, utilities, and household goods. • Describe options and resources available for independent or supported living in the community. • Exhibit the knowledge and skills needed for basic housekeeping and household maintenance and repair. **Financial Management** • Apply knowledge and skills involved in personal financial management, such as budgeting, banking, using credit/debit cards, obtaining insurance, and paying taxes using technology and other forms of assistance. **Personal Health and Safety** • Use knowledge and skills to maintain and enhance health and personal care, including hygiene, appearance, nutrition, personal fitness, and disease prevention. • Use knowledge and skills to maintain and enhance personal safety, such as first aid and prevention of abuse. • Describe considerations and available resources when seeking medical care for self and family.

Curriculum, Instruction, Lesson Plans and Videos

1. *Money Smart* is a financial education program from the Federal Deposit Insurance Corporation (FDIC).
   https://www.fdic.gov/consumers/consumer/moneysmart/index.html.
2. **Healthy Transitions** is a website that teaches skills and provides tools for care coordination, keeping a health summary and setting priorities during the transition process. It features video vignettes that demonstrate health transition skills and apps that support self-determination, decision-making and collaboration.
   https://healthytransitionsny.org/
3. *Independent Living Skills*, a video that demonstrates how a young person is prepared to live independently (approximately 8 minutes).
   https://vimeo.com/47138900
4. **Florida Health and Transition Services (Florida HATS)** provides resources for youth and families related to healthcare transition.
   https://www.floridahats.org/for-youth-families/
5. **Self-Advocacy Online**, from the University of Minnesota, provides a variety of short videos related to the core components of self-determination.
   http://www.selfadvocacyonline.org/learning/
6. **Just Adulting—Legal Survival Guide Resources,** developed by the Florida Bar, helps students to become more knowledgeable about laws affecting individuals 18 years and older.
   https://www.floridabar.org/public/consumer/consumer019/
7. **Self-Advocacy Online**: this website has a variety of short videos regarding citizenship, community involvement, personal health and safety.
   http://www.selfadvocacyonline.org/learning/
8. **Free online resources** for professionals, students and their families from FYI Transition. Six online modules (Manage Your Money, Manage Your Health, Community Life, Self-Employment, More Education, and Get a Job) are available for students at two different levels. Registration is required.
   https://fyitransition-students.org/.

Additional resources available from Project 10 - http://project10.info/DPage.php?ID=77#NS138

Graduation Options Chart

Project 10 Training is available through Zoom video-conferencing

Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Beyond