



New York State Education Department
Office of Special Education
Educational Partnership



Transition Assessment: The Essentials

A solid yellow horizontal bar.

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

Last updated on June 11, 2025

Disclaimer

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



Introductions



- Name
- Educational Organization (EO)
- Position/Role

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

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



Family Partnership

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



Specially-Designed Instruction

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



Research-Based Instruction

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



Multi-tiered Support

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



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

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

Meeting Norms

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

Learning Objectives

Participants will:

- Identify what transition is and why it's important.
- Learn how transition assessments support career planning.
- Explore transition assessments for education and training, employment, independent living, and those that generalize across areas.
- Use assessment results to identify transition strengths and needs, and to develop individualized goals and services.

Materials

- Why Is Transition Planning Important?
- Understanding New York State (NYS) Age 12 Assessment
- National Technical Assistance Center on Transition: The Collaborative (NTACT:C) From Assessment to Practice: A Model for Teachers
- Family Involvement in the Transition Assessment Process
- NTACT:C Collaborative Assessment Guide for Transition Planning
- Transition Assessment Resources for Students with Disabilities
- Transition Assessment Resources in Languages Other Than English
- Transition Assessment Planning Form
- Guide to Creating and Using a Transition Assessment Toolbox
- Study Skills Assessment Questionnaire
- Preparing for the American College Test (ACT)
- Career Clusters Interest Survey Fillable Form
- Pulos' Career Awareness and Exploration Toolkit (P-CAET)
- Casey Life Skills (folder)
- Family Cultural Asset Profile—Fillable Forms (folder)
- Student Dream Sheet
- American Institutes for Research (AIR) Self-Determination Assessment—Fillable Forms (folder)
- Transition Individualized Education Program (IEP) Mapping Tool Template

Richie Parker

Imagine you have a student who was born without arms.



- Think about your expectations.
- What types of career opportunities are available for this student?
- What accommodations will this student need?

Why Is Transition Important?

Outcomes for Students with Disabilities



Education

Employment

Independent
Living

Disability
Awareness and
Self-Advocacy

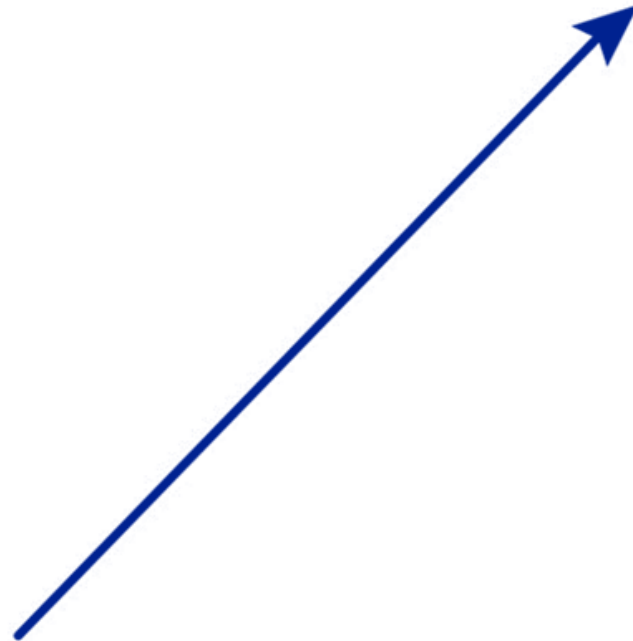
Graduation and
Dropout

Career Development Today Is Rarely Linear



SUCCESS

SUCCESS



what people think
it looks like



what it really
looks like

An Introduction to Transition Assessment



NYS Regulations for Transition Assessment



§200.4(b)(6)(viii) and §200.4(d)(2)(ix)(a)(2)

- School districts shall ensure that students age 12, and those referred to special education for the first time who are age 12 and over, shall receive an assessment that includes a review of school records and teacher assessments, and parent and student interviews to determine vocational skills, aptitudes, and interests.
- For those students beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually, the IEP shall, under the applicable components of the student's IEP, include appropriate measurable postsecondary goals **based upon age-appropriate transition assessments relating to training, education, employment,** and, where appropriate, independent living skills.

Transition Assessment



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



Transition Assessment Is Strengthened When



- Teachers across curriculum areas collaborate to conduct transition assessments related to specific content areas.
- School counselors and educators work together to gather transition assessment information.
- Families and students are involved in the process.

The Ongoing Nature of Career Development



Clarifying Leveled Assessments

- Level 1, Level 2, and Level 3 are terms **no longer used** to describe transition assessments in NYS.
- In NYS, at least one **age-appropriate transition assessment** is required to write appropriate measurable postsecondary goals.

Types of Transition Assessments

Transition assessment includes a variety of instruments such as:

Interest
Inventories

Self-
Determination
Scales

Situational
Assessments

Adaptive
Behavior Scales

Task Analysis

Interviews and
Questionnaires

Independent
Living Skills
Assessments

Study Skills
Assessments

Formal vs. Informal Assessments

- Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories.
- Formal assessments are standardized instruments that include descriptions of their norming process, reliability and validity, and recommended uses.

What Is Validity and Reliability?

For Formal Assessments

- Validity is evidence that shows what the assessment is supposed to measure, how the assessment measures it, and for whom the assessment should be used.
- Reliability reports whether the scores are consistent—i.e., can you take the assessment today and four weeks from now and get the same results?
- Basic validity and reliability questions include:
 - What is the assessment's purpose?
 - For whom is the assessment designed?
 - How were the items developed?

Transition Assessment Should Address Three Areas



Education and Training



Employment



Independent Living (if appropriate)



Transition Assessment Planning Form



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

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

Guide to Creating and Using a Transition Assessment Toolbox



The guide provides reflective questions and graphic organizers to assist with:

- Creating a repository of high-quality transition assessments.
- Supporting staff in determining and completing age-appropriate transition assessments.
- Understanding transition assessment results.
- Using transition assessment results to develop the IEP.
- Sharing transition assessment results with students, families, and school staff.

Connecting Youth to Careers

A Journey to Employment Success

[Full video link](#)



Presents

Connecting Youth to Careers

A Journey to Employment Success

Education and Training Assessments

Study Skills Assessment Questionnaire

Section 1: Time Management and Procrastination

Section 2: Concentration and Memory

Section 3: Study Aids and Note-Taking

Section 4: Test Strategies and Test Anxiety

Section 5: Organizing and Processing Information

Section 6: Motivation and Attitude

Section 7: Reading and Selecting the Main Idea

Section 8: Writing

Study Skills Assessment Example



Section 3: Study Aids and Note-Taking

STUDY AIDS/NOTETAKING

- _____ 1. While I am taking notes I think about how I will use them later.
- _____ 2. I understand the lecture and classroom discussion while I am taking notes.
- _____ 3. I organize my notes in some meaningful manner (such as outline format).
- _____ 4. I review and edit my notes systematically.
- _____ 5. I take notes on supplementary reading materials.
- _____ 6. I have a system for marking textbooks.
- _____ 7. When reading, I mark or underline parts I think are important.
- _____ 8. I write notes in the book while I read.

_____ TOTAL



Based on your interests, identify up to five course areas ***which you might like to major in*** or in which you might like to take introductory courses, even if you don't major in that field.

☐ Agriculture

☐ Agriculture

☐ Animal Science

☐ Forest and Rangeland

☐ Landscape Architecture

☐ Arts

☐ Art

☐ Computer Graphics

☐ Culinary Science

My Majors

Postsecondary Readiness Rubric

- Helps a student determine how they perform on some of the critical skills needed to succeed in a postsecondary setting (e.g., career school, community college, college, university).
- Uses a rubric rating scale from 1 to 4.
- Examines the student's skills in ten areas:
 - Self-awareness
 - Resiliency
 - Connections
 - Social skills: personal
 - Social skills: academic
 - Motivation
 - Study skills: acquiring and manipulating information
 - Study skills: using and producing information
 - Literacy
 - Legal framework

ACT Prep



- Test prep suggestions
- Prohibited behavior during testing guidance
- Sample scoring form
- Practice multiple choice sections
- Practice essay prompts
- Answer key
- Explanation of scores

- Take official digital practice tests and learn helpful strategies to prepare for adaptive testing using the Bluebook app.
- Access full-length paper (nonadaptive) practice tests, which are recommended for students who will test with paper-based accommodations on test day.
- Learn how to apply assistive technology to digital practice tests and get tips for taking a paper practice test.

Scholastic Aptitude Test (SAT) Prep

Postsecondary Education and Experience (PEaE) Assessment

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

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

☐ Never

☐ Rarely

☐ Sometimes

☐ Most of the time

☐ Always

Think College

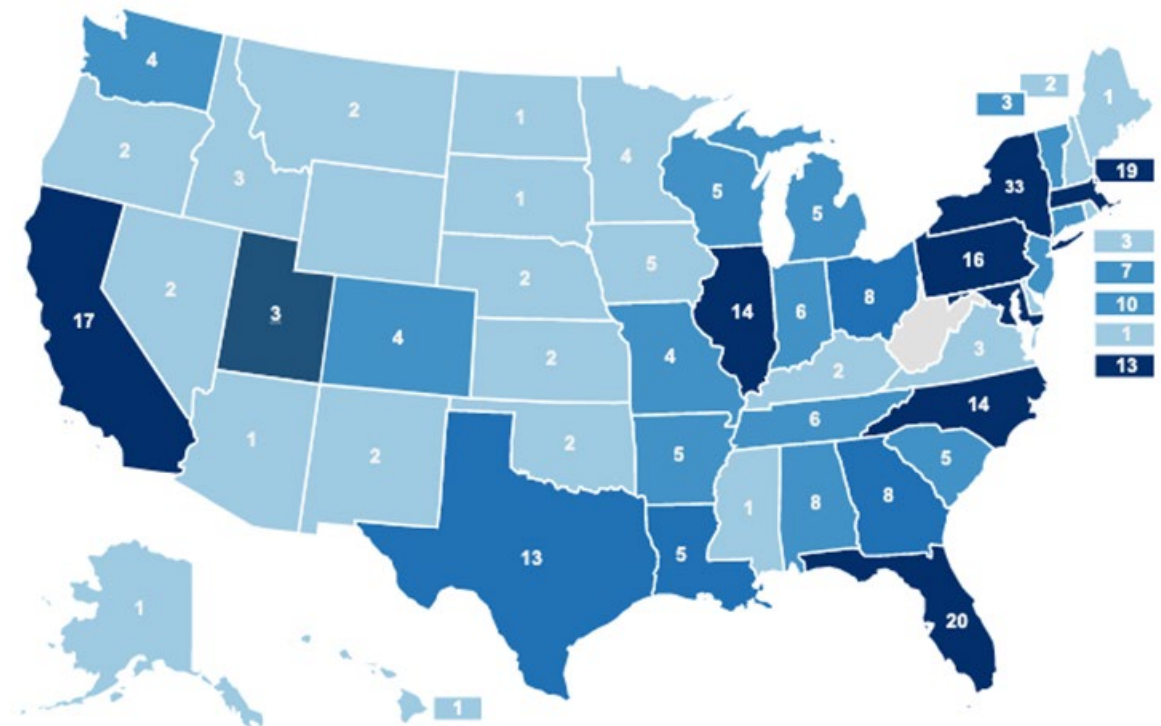
- A national organization dedicated to developing, expanding, and improving inclusive higher education options for people with an intellectual disability
- Think College supports evidence-based and student-centered research and practice

Find the College that is right for you!

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

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




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



NUMBER OF PROGRAMS



Armed Services Vocational Aptitude Battery (ASVAB)

 Verbal	 Math	 Science/Technology	P&P ASVAB # of test items	CEP ICAT # of test items
General Science	Measures knowledge of life science, earth and space science, and physical science		25	16
Arithmetic Reasoning	Measures ability to solve basic arithmetic word problems		30	16
Word Knowledge	Measures ability to understand the meaning of words through synonyms		35	16
Paragraph Comprehension	Measures ability to obtain information from written material		15	11
Mathematics Knowledge	Measures knowledge of mathematical concepts and applications		25	16
Electronics Information	Measures knowledge of electrical current, circuits, ?devices, and electronic systems		20	16
Auto Information	Measures knowledge of automotive maintenance repair		25	11
Shop Information	Measures knowledge of wood and metal shop practices			11
Mechanical Comprehension	Measures knowledge of the principles of mechanical devices, structural support, and properties of materials		25	16

ASVAB Branch Requirements

Armed Forces Qualification Test (AFQT)

Each service determines the qualifying AFQT score for enlistment purposes.

Service Branch	Required AFQT Score*
Army	30
Navy	35, or 26 with waiver
Marine Corps	32
Air Force	31
Coast Guard	36, or 32 with waiver

Indiana Secondary Transition Resource Center–Transition Assessment Matrix

College Planning Worksheet

An Authentic Assessment

Name: _____

College: _____

Career and Technical Education Report

An Authentic Assessment

Student: _____

Program: _____

Instructor: _____

Let's Practice #1



Study Skills Assessment Questionnaire

Employment Assessments

New York Career Zone—Interests

Interests

Work Values

Target Your Interests

Click the View Occupations button below to find jobs that match your interests, or click Reset to choose again.

1

A

This means that your primary interest lies in the Artistic realm. The jobs selected for you will reflect this Artistic theme.

2

S

This is your secondary interest. Jobs selected for you will reflect Social interests in Artistic environments.

3

E

Enterprising is the final part of your theme code. Jobs selected for you will reflect Artistic interests in Social environments with Enterprising goals.

Reset

Back to Portfolio

View Occupations

Career Zone—Assessment Results

Job Zone 2

Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.

★★★★ Forest Firefighters **Ach Rel Sup** ☀️ 🏆

★★★★ Athletes and Sports Competitors **Ach Rec Rel**

★★★★ Floral Designers **Ach Rel Ind** 🏆

★★ Door-To-Door Sales Workers, News and Street Vendors, and Related Workers **Rel Ach Ind**

★★ Singers **Rel Ach Rec**

[See all 6 matching occupations in this zone](#)

**Preparation
Required**

Job Zone 3

Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

★★★★ Dancers **Ach Rel Wkc**

★★★★ Sheriffs and Deputy Sheriffs **Ach Rel Sup** ☀️

★★★★ Police Patrol Officers **Ach Rel Sup** ☀️ 🏆

★★★★ Radio and Television Announcers **Ach Rec Ind**

★★★★ Musicians, Instrumental **Ach Rel Rec**

[See all 12 matching occupations in this zone](#)

**Strength of
Match**

Career Zone—Search Results

Search Results

Below are search results that match your criteria. Learn more details about each occupation by clicking on the occupation title.

437 Results Found

1

2

3

4

5

6

7

8

9

10

10

Items per Page

(4 of 44)

Occupation	Description	Opening	Sort By	Action
			<div><div><div></div></div><div><div></div></div><div><div></div></div></div>	
Bakers	Mix and bake ingredients to produce breads, rolls, cookies, cakes, pies, pastries, or other baked goods.	JOBS	<div><div><div></div></div><div><div></div></div><div><div></div></div></div>	<div><div></div></div>
Bicycle Repairers	Repair and service bicycles.	JOBS	<div><div><div></div></div></div>	<div><div></div></div>
Biochemical Engineers	Develop usable, tangible products, using knowledge of biology, chemistry, or engineering. Solve problems related to materials, systems, or processes that more...	JOBS	<div><div><div></div></div><div><div></div></div></div>	
Biochemists and Biophysicists	Study the chemical composition or physical principles of living cells and organisms, their electrical and mechanical energy, and related phenomena. May more...	JOBS	<div><div><div></div></div></div>	<div><div></div></div>
Bioinformatics Scientists	Conduct research using bioinformatics theory and methods in areas such as pharmaceuticals, medical technology, biotechnology, computational biology, proteomics, more...	JOBS	<div><div><div></div></div></div>	<div><div></div></div>
Biological Technicians	Assist biological and medical scientists in laboratories. Set up, operate, and maintain laboratory instruments and equipment, monitor experiments, make more...	JOBS	<div><div><div></div></div><div><div></div></div></div>	<div><div></div></div>

Create a Career Zone Account

careerZONE®

GUEST TOOLS ASSESS YOURSELF MY PORTFOLIO SEARCH RESOURCES HELP

My Portfolio - Create an account

In order to use the portfolio, you must first create an account. Please select one of the two options below to proceed.

New User

Create Account

[What is a portfolio?](#)

Existing User

User Name:

Password:

Login

[Forgot your username?](#)

[Forgot your password?](#)

The portfolio section of CareerZone allows users to create a secure password protected account in order to save interests, activities, occupation searches, and other information.

Career Clusters Interest Survey



Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>

BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>

Additional Career Clusters Assessments



Career Interest Survey

In order to choose a career that will give you personal satisfaction, you must spend some time thinking about what really interests you. This activity helps you match your interests to different types of careers. For each item, circle the letter of the activity you would rather do. It doesn't matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle that letter.

- | | | |
|-------------------------------------|-------------------------------------|--|
| A – Operate a printing press | E – Make three-dimensional items | L – Build kitchen cabinets |
| B – Study the causes of earthquakes | D – Analyze handwriting | N – Refinance a mortgage |
| C – Plant and harvest crops | B – Design indoor sprinkler systems | A – Sing in a concert |
| R – Replace a car window and fender | F – Run a factory sewing machine | R – Direct the takeoff/landing of planes |

Circle the items in each box that best describe you. You may circle as many items as you want. When done, add the number of circles in each box to see which three have the highest totals.

box
1

Activities that describe what I like to do:

- Learn how things grow and stay alive
- Make the best use of the earth's natural resources
- Hunt and/or fish
- Protect the environment
- Be outdoors in all kinds of weather
- Plan, budget and keep records
- Operate machines and keep them in good repair

Personal qualities that describe me:

- Self-reliant
- Nature lover
- Physically active
- Planner
- Creative problem solver

School subjects I like:

- Math
- Life Sciences
- Earth Sciences
- Chemistry
- Agriculture

Total
number
circled



My Next Move



A proud partner of the americanjobcenter® network



O*NET Interest Profiler ?

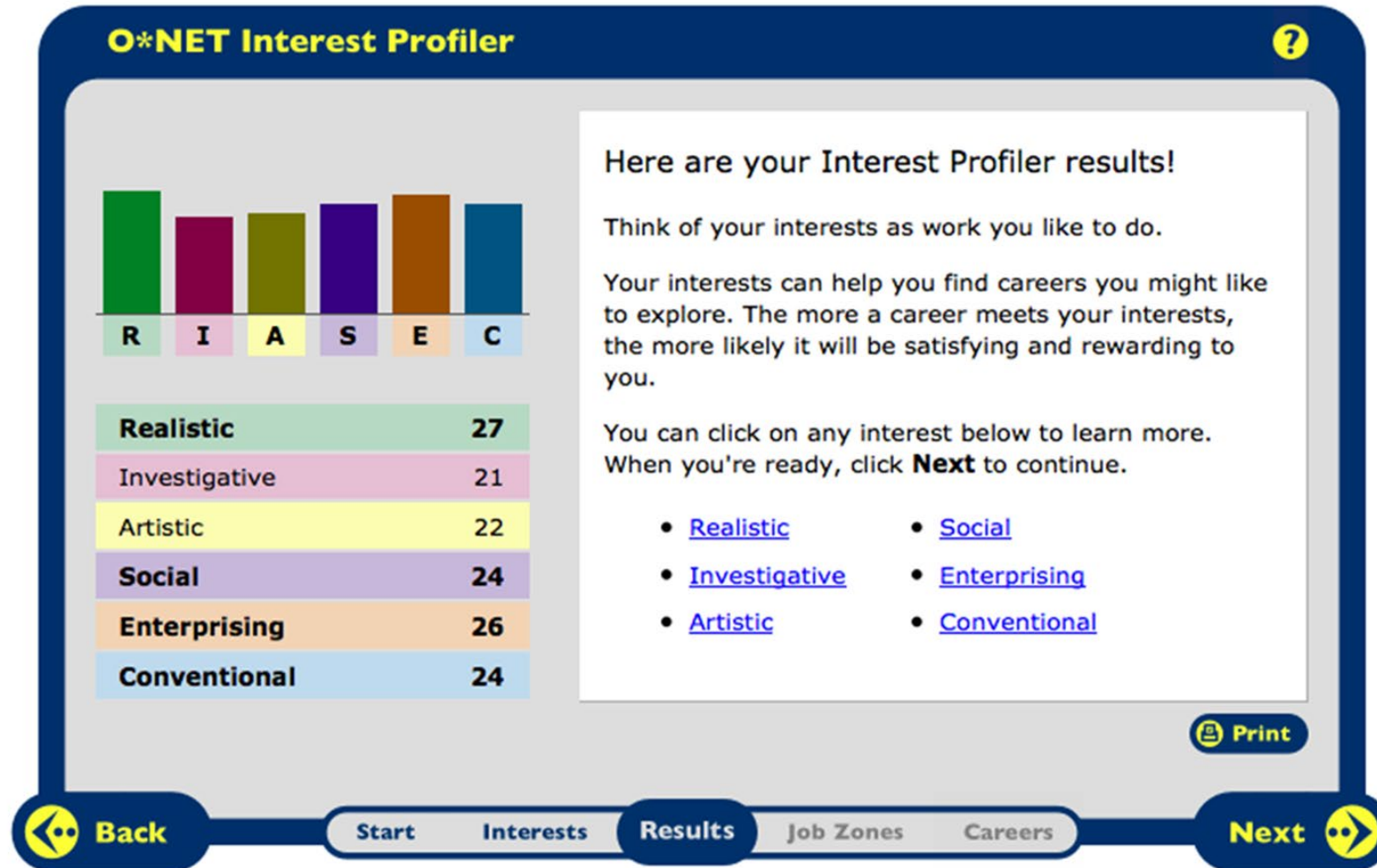
Progress:

Page 1 of 5
0 of 60 questions

	Strongly Dislike	Dislike	Unsure	Like	Strongly Like	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Build kitchen cabinets
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lay brick or tile
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop a new medicine
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Study ways to reduce water pollution
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Write books or plays
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Play a musical instrument
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teach an individual an exercise routine
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Help people with personal or emotional problems
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buy and sell stocks and bonds
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Manage a retail store
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop a spreadsheet using computer software
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Proofread records or forms

Back Start **Interests** Results Job Zones Careers Next

My Next Move—Interest Profiler



My Next Move— Career Profile

Aircraft Cargo Handling Supervisors

Also called: Cargo Supervisor, Equipment Service Lead, Operations Supervisor, Ramp Supervisor

What they do:

Supervise and coordinate the activities of ground crew in the loading, unloading, securing, and staging of aircraft cargo or baggage. May determine the quantity and orientation of cargo and compute aircraft center of gravity. May accompany aircraft as member of flight crew and monitor and handle cargo in flight, and assist and brief passengers on safety and emergency procedures. Includes loadmasters.

On the job, you would:

- Distribute cargo in such a manner that space use is maximized.
- Calculate load weights for different aircraft compartments, using charts and computers.
- Direct ground crews in the loading, unloading, securing, or staging of aircraft cargo or baggage.

KNOWLEDGE

Transportation

- movement of people or goods by air, rail, sea, or road

Safety and Government

- public safety and security

Business

- customer service
- management

Arts and Humanities

- English language

SKILLS

Basic Skills

- listening to others, not interrupting, and asking good questions
- keeping track of how well people and/or groups are doing in order to make improvements

Problem Solving

- noticing a problem and figuring out the best way to solve it

Social

- changing what is done based on other people's actions
- teaching people how to do something

ABILITIES

Verbal

- communicate by speaking
- listen and understand what people say

Attention

- pay attention to something without being distracted
- do two or more things at the same time

Ideas and Logic

- notice when problems happen
- use rules to solve problems

Visual Understanding

- see hidden patterns

PERSONALITY

People interested in this work like activities that include **leading**, **making decisions**, and business.

They do well at jobs that need:

- **Leadership**
- **Dependability**
- **Integrity**
- **Adaptability/Flexibility**
- **Attention to Detail**
- **Self Control**

TECHNOLOGY

You might use software like this on the job:

Spreadsheet software

- Microsoft Excel

Electronic mail software

- Microsoft Outlook

Word processing software

- Microsoft Word

CareerOneStop Get My Future—Work Values Matcher

Work Values Matcher



Get started:

- 1 Read the statement on the top card of the deck below and think about how important that quality would be in your ideal job.
- 2 Choose an importance level below, from most to least. Repeat for all 20 cards.
- 3 Want to change your selection? Select the "x" or, for keyboard users, select the card and then the Enter key. Then choose new importance level.

I use my talents and abilities.

CareerOneStop—Videos in English and Spanish

The screenshot displays the CareerOneStop website interface. At the top, the logo features a stylized star with the text "careeronestop" and the tagline "your source for career exploration, training & jobs". Below this, it states "Sponsored by the U.S. Department of Labor. A proud partner of the americanjobcenter network." A search bar on the right is labeled "Search CareerOneStop" with a magnifying glass icon. A navigation bar contains links: "Explore Careers", "Find Training", "Job Search", "Find Local Help", "Toolkit", and "Resources For". A large banner image shows a camera lens with a globe inside. A "Career videos" button is overlaid on the left of the banner. Below the banner, a sidebar on the left lists categories: "Video Library", "Career videos" (highlighted), "Career videos in Spanish", "Career cluster / Industry videos", "Skill and ability videos", "Work option videos", "Tutorial videos", and "FAQs about videos". The main content area has a heading "Explore our collection of videos on hundreds of different careers." followed by a paragraph: "Career videos are organized into 16 clusters, or related types of work. Select a category to view a list of videos related to that cluster. Videos include career details such as tasks, work settings, education needed, and more." Below this is a list of categories with dropdown arrows: "Agriculture and Natural Resources", "Architecture and Construction", "Arts and Communications", "Business and Management", and "Education and Training". Social media icons for Facebook, Twitter, and LinkedIn are in the top right of the content area.

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

Search CareerOneStop

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

Career videos

Video Library
Career videos
Career videos in Spanish
Career cluster / Industry videos
Skill and ability videos
Work option videos
Tutorial videos
FAQs about videos

Explore our collection of videos on hundreds of different careers.

Career videos are organized into 16 clusters, or related types of work. Select a category to view a list of videos related to that cluster. Videos include career details such as tasks, work settings, education needed, and more.

Agriculture and Natural Resources
Architecture and Construction
Arts and Communications
Business and Management
Education and Training

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

- Designed to help students with disabilities build awareness and exploration of different career pathways leading to entry-level jobs (i.e., an entry point into a specific chosen profession).
- Based on John Holland's structural theory of career development, the results are divided into six types corresponding with a variety of overarching thematic work environments: (a) Realistic, (b) Investigative, (c) Artistic, (d) Social, (e) Enterprising, and (f) Conventional (RIASEC).

P-CAET Realistic Example



Realistic (R)

Landscape Gardener



[O*Net Summary: 37-3011.00](#)

Career Cluster: AGR

[Landscaping and Groundskeeping
Workers Career Video](#)

Painting, Coating, and Decorating Workers



[O*Net Summary: 51-9123.00](#)

Career Cluster: MAN

[Painting, Coating, and Decorating
Workers Career Video](#)

Brickmasons and Blockmasons



[O*Net Summary: 47-2021.00](#)

Career Cluster: A/C

[Brickmasons and Blockmasons
Career Video](#)

Let's Practice #2



O*Net My Next Move—Interest Profiler

Independent Living Assessments

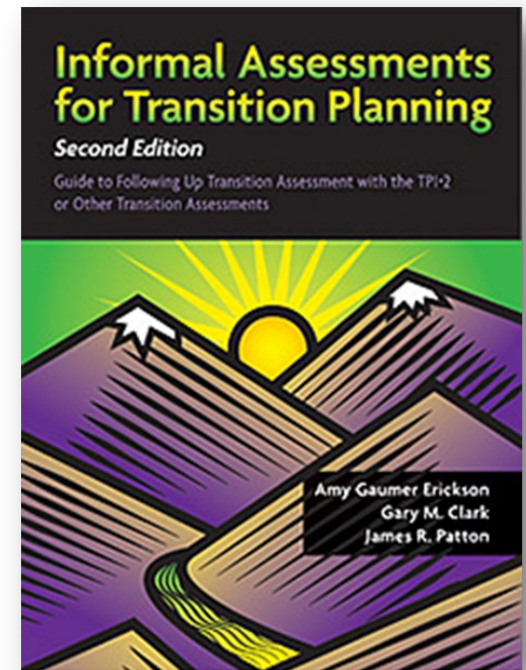
Informal Assessments for Transition Planning—Sample Assessment

LIVING: INDEPENDENT LIVING

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

- | | | | | | |
|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows how to evaluate and select living arrangements (e.g., independent, with or without roommate, supported living). | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies strengths and limitations of various supported and independent living options. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies house- and/or apartment-locating services and their costs, if any. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses ads (newspaper and/or Internet) to locate an appropriate living arrangement. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows the eligibility requirements of publicly funded (Section 8) housing. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies resources (e.g., local center for independent living or Section 8 HUD office) to assist with housing. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evaluates housing locations in relation to transportation needs for work, school, and social life. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evaluates housing locations in relation to cost, safety, and convenience. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows how to complete a rental or lease application. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knows the purpose for and implications of a security deposit. | <input type="checkbox"/> | <input type="checkbox"/> |

E-Book \$37.00



Life Skills Checklist

- Personal life skills
- Emergency/Safety skills
- Nutrition/Dietary skills
- Money management/Financial planning skills
- Healthcare skills
- Sexual health skills
- Interpersonal/Social skills
- Kitchen skills
- Laundry skills
- Household skills
- Community skills

MONEY MANAGEMENT/ FINANCIAL PLANNING SKILLS	Can Do Already	Needs More Practice	Plan to Start	Ongoing Support Needed	N/A
Knows the value of coins and currency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can make a purchase with a card or with cash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the concepts of banking balance and over drafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can do simple math or use a calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows how to compare prices/use coupons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the difference between needs and wants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a bank account and is aware of financial limits when receiving government benefits (e.g., Medicaid, Social Security, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Life Skills Inventory Independent Living Skills Assessment Tool

Category F: Housing
Basic - Must know 2 of 2:
<input type="checkbox"/> Understands the concept of renting. <input type="checkbox"/> Knows how to access emergency shelter.
Intermediate - Must know 3 of 4:
<input type="checkbox"/> Can read want ads for vacancies. <input type="checkbox"/> Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.). <input type="checkbox"/> Can calculate the costs associated with different types of housing. <input type="checkbox"/> Can describe pros and cons of choosing a roommate.
Advanced - Must know 6 of 9:
<input type="checkbox"/> Can identify type of housing that is within budget and meets current housing needs. <input type="checkbox"/> Can calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items). <input type="checkbox"/> Can complete a rental application. <input type="checkbox"/> Can ask the landlord about the available apartment to determine if it meets their needs. <input type="checkbox"/> Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood. <input type="checkbox"/> Shows some concern for the rights of other residents with regard to property and noise.

Casey Life Skills



- Assesses life skills youth need for their well-being, confidence, and safety
- Designed for students ages 14 to 21
- Students may take one section at a time
- Available in Spanish

Types of life skills assessed:

- Maintaining healthy relationships
- Work and study habits
- Using public transportation
- Cooking and cleaning
- Budgeting and paying bills
- Computers and the Internet

Casey Life Skills—Items

Daily Living

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know where to go to get on the Internet.					
I can find what I need on the Internet.					
I know how to use my email account.					
I can create, save, print and send computer documents.					
I know the risks of meeting someone in person that I met online.					
I would not post pictures or messages if I thought it would hurt someone's feelings.					
If someone sent me messages online that made me feel bad or scared, I would know what to do					

Casey Life Skills—Scoring Profile

Daily Living average

3.47

STATEMENTS

RESPONSES

I know where to go to get on the Internet
I can find what I need on the Internet.
I know how to use my email account.
I think about what I eat and how it impacts my health.
I understand how to read food product labels to see how much fat, sugar, salt, and calories the food ha

I can create, save, print and send computer documents.
I know how to do my own laundry.
I keep my living space clean.
I know the products to use when cleaning the bathroom and kitchen.

I know the risks of meeting someone in person that I met online.
I would not post pictures or messages if I thought it would hurt someone's feelings.
An adult I trust, other than my worker, checks in with me regularly.

If someone sent me messages online that made me feel bad or scared, I would know what to do or wh
I know at least one adult, other than my worker, who would take my call in the middle of the night if I ha

YES

MOSTLY YES

SOMEWHAT

Let's Practice #3



Life Skills Inventory Independent Living Skills Assessment Tool

Transition Assessments That Generalize Across Areas

Family Cultural Asset Profile



- Assessment based on Yosso's cultural wealth model (Yosso, 2005)
- Cultural assets
 - Aspirational assets
 - Linguistic assets
 - Familial and social assets
 - Navigational assets
 - Resistance assets
- Family, student, and educator versions

Family Cultural Asset Profile— Example Questions

Child, Family, and Community Assets

1. Aspirational Assets are defined as the **hopes and dreams** that the parents, families, and the child's support network hold for their child regarding future employment training/education and adult living outcomes.

1. My student with a disability should work or participate in income generating activities in the future (e.g., self-employment, part-time job).

Yes (specify) _____ No ☐ Not Sure ☐ Decline to answer ☐

Explain: _____

Family Cultural Asset Profile— Example Results

	Cultural Asset Domain	Key Resources/Assets Identified (e.g., aunt with a business, public speaking skills, interest in self-employment)	Matching Transition Domain (Employment, Education & Training, Adult living, other)	Recommendation
1	Aspirational	<ul style="list-style-type: none"> Student would like to start a photography business 	<ul style="list-style-type: none"> Employment Education 	<ul style="list-style-type: none"> Student to complete online tutorials on photography Student and family to apply for small business grant to buy photography equipment
2	Linguistic	<ul style="list-style-type: none"> Student speaks sign language, English & Khmer Great at public speaking 	<ul style="list-style-type: none"> Employment Education 	<ul style="list-style-type: none"> Counselor to assist student explore careers in special education, politics, journalism
3	Familial & Social	<ul style="list-style-type: none"> Has a cousin who goes to Cerritos college Grandparents can provide accommodation Family friend who is a school counselor 	<ul style="list-style-type: none"> Education Adult Living 	<ul style="list-style-type: none"> Cousin will assist with campus visit and applications Grandparents to provide housing

Survey form that gathers information from the student related to current and future:

- Jobs and Job Training
- Postsecondary Education and Training
- Community Participation
- Recreation and Leisure
- Independent Living Skills

Comprehensive High School Transition Survey

Student Dream Sheet



Life Vision—The Ride Ahead

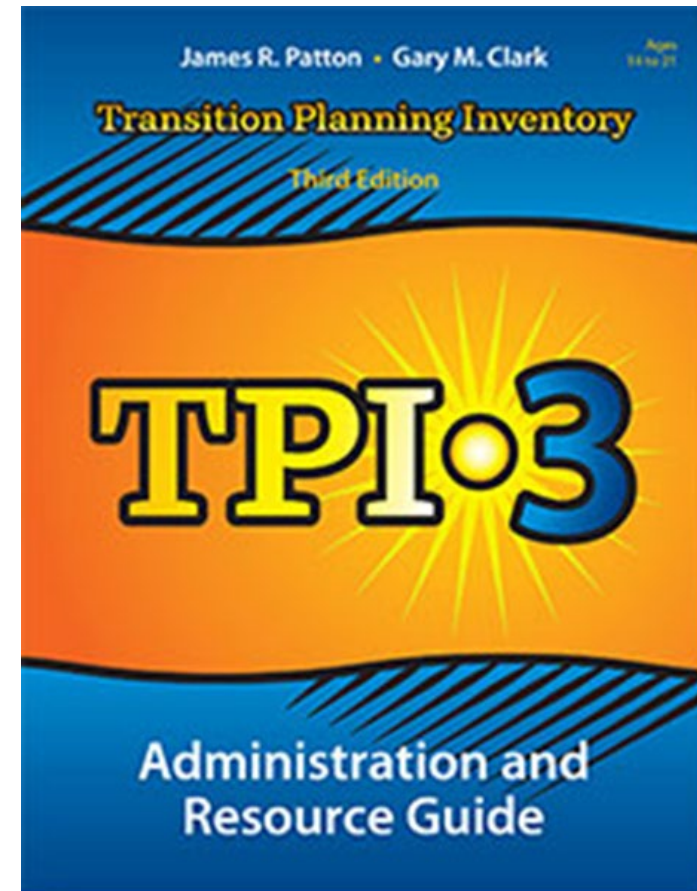
- A tool developed collaboratively by the teams at The Ride Ahead documentary film and the LifeCourse Nexus.
- It uses the LifeCourse framework along with examples from the film to help transition-aged youth and young adults think about a more specific vision for their future across six Life Domains:
 - Daily Life and Employment
 - Community Living
 - Social and Spirituality
 - Healthy Living
 - Advocacy and Engagement
 - Safety and Security

Transition Planning Inventory 3 (TPI-3)

The TPI-3 contains nine forms:

- Student preferences and interests forms (basic and advanced)
- Home preferences and interests forms
- Student, home, and school rating forms
- Profile and further assessment recommendations form
- Modified form for students with autism or other intellectual and developmental support needs
- Summary of performance exit form

Forms sold separately \$35–\$41
Complete Kit \$400.00



AIR Self-Determination Scale



- The three AIR Scales measure two broad self-determination components.
- Capacity refers to the student's knowledge, abilities, and perceptions that enable them to be self-determined.
- Opportunity refers to the student's opportunities to use their knowledge and abilities.

WHAT HAPPENS AT SCHOOL

1. People at school listen to me when I talk about what I want, what I need, or what I'm good at.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. People at school let me know that I can set my own goals to get what I want or need.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
What Happens at School – Total Items 1 + 2					
3. At school, I have learned how to make plans to meet my goals and to feel good about them.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. People at school encourage me to start working on my plans right away.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

AIR Self-Determination Assessment— Profile

The AIR Self-Determination Profile
Educator Form

Think 1-2			Do 3-4			Adjust 5-6		
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0								

6 5 4
Knowledge
↓
15

Think 1-2			Do 3-4			Adjust 5-6		
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0								

6 6 5
Ability
↓
17

Think 1-2			Do 3-4			Adjust 5-6		
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0								

4 5 6
Perception
↓
15

47

+

27

=

74

Capacity Opportunity Level of Self-Determination

(Write sum in box and mark in column)

Student Name _____ Date _____

Self-Determination Inventory System (SDIS)

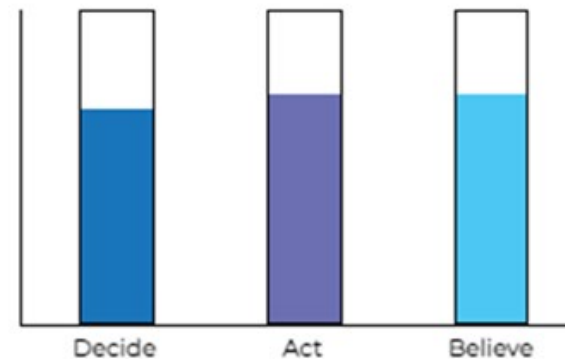
The SDIS Data Dashboard allows users to create user accounts, assign surveys to participants, take surveys, and view survey results.

The screenshot displays the 'Student Survey' interface on the SELF-DETERMINATION.ORG website. At the top, a blue header contains the logo and the text 'SELF-DETERMINATION.ORG'. Below the header, the title 'Student Survey' is centered. A progress bar indicates the 'Amount of the survey you've completed:'. The survey consists of three items, each with a statement, a play button, a horizontal scale from 'Disagree' to 'Agree', and a checkmark indicating completion.

Statement	Response
I have what it takes to reach my goals.	Agree ✓
I think of more than one way to solve a problem.	Agree ✓
I consider many possibilities when I make plans for my future. Define "possibilities"	Agree ✓

Self-Determination Inventory— Student Report (SDI:SR) Profile

MY SELF-DETERMINATION INVENTORY






This is a snapshot of your self-determination on the day you took the SDI.

Knowing where you are in your self-determination helps you identify:

- actions you are using now to cause the things you want in your life, AND
- actions you want to use in the future to reach goals at school, home, work, and the community

Actions you may take...

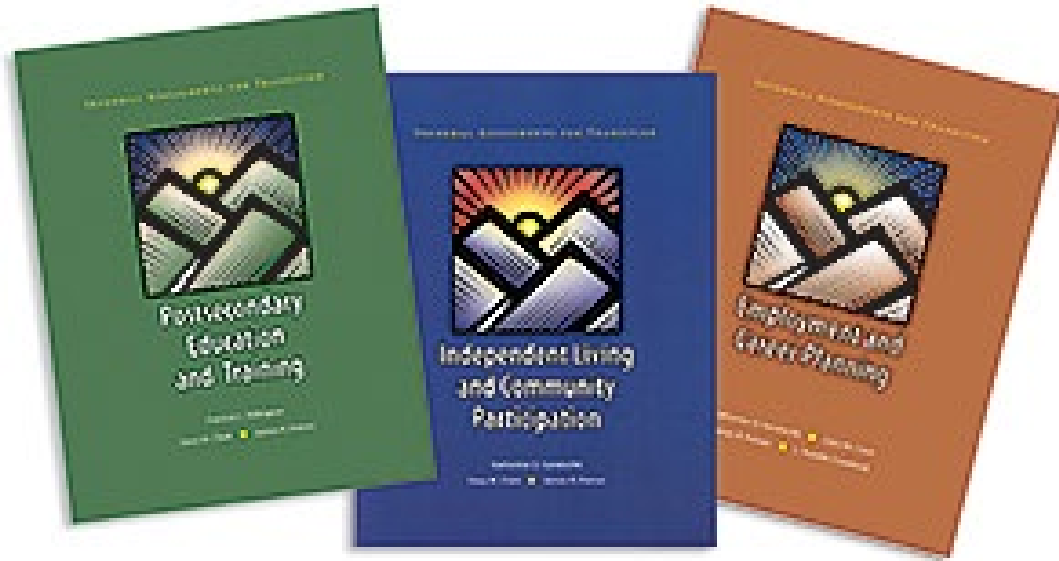
Skills you may use...

 Decide	Knowing strengths and areas of need Setting goals based on a vision for the future	Choice making Decision making Goal setting Problem solving Planning
 Act	Solving problems in working towards goals Thinking about different pathways to move through barriers	Self-management Goal attaining Problem solving Self-advocacy
 Believe	Feeling empowered to reach goals Knowing one can make changes and be supported in their life	Self-awareness Self-knowledge

For more information about DECIDING, ACTING, and BELIEVING, click here for the [SDI Guide \(PDF\)](#)

Informal Assessments for Transition Series

Kit (all 3 books) \$142.00
Individual e-books \$51



- **Individual books for each postsecondary goal area:**
 - Postsecondary Education and Training
 - Employment and Career Planning
 - Independent Living and Community Participation
- Easy to use assessments for students, families, and teachers.
- Each book contains 60+ reproducible informal assessments.

Let's Practice #4



Self-Determination Inventory: Assessments



What Age-Appropriate Assessments Are You Using?



Please share with the group:

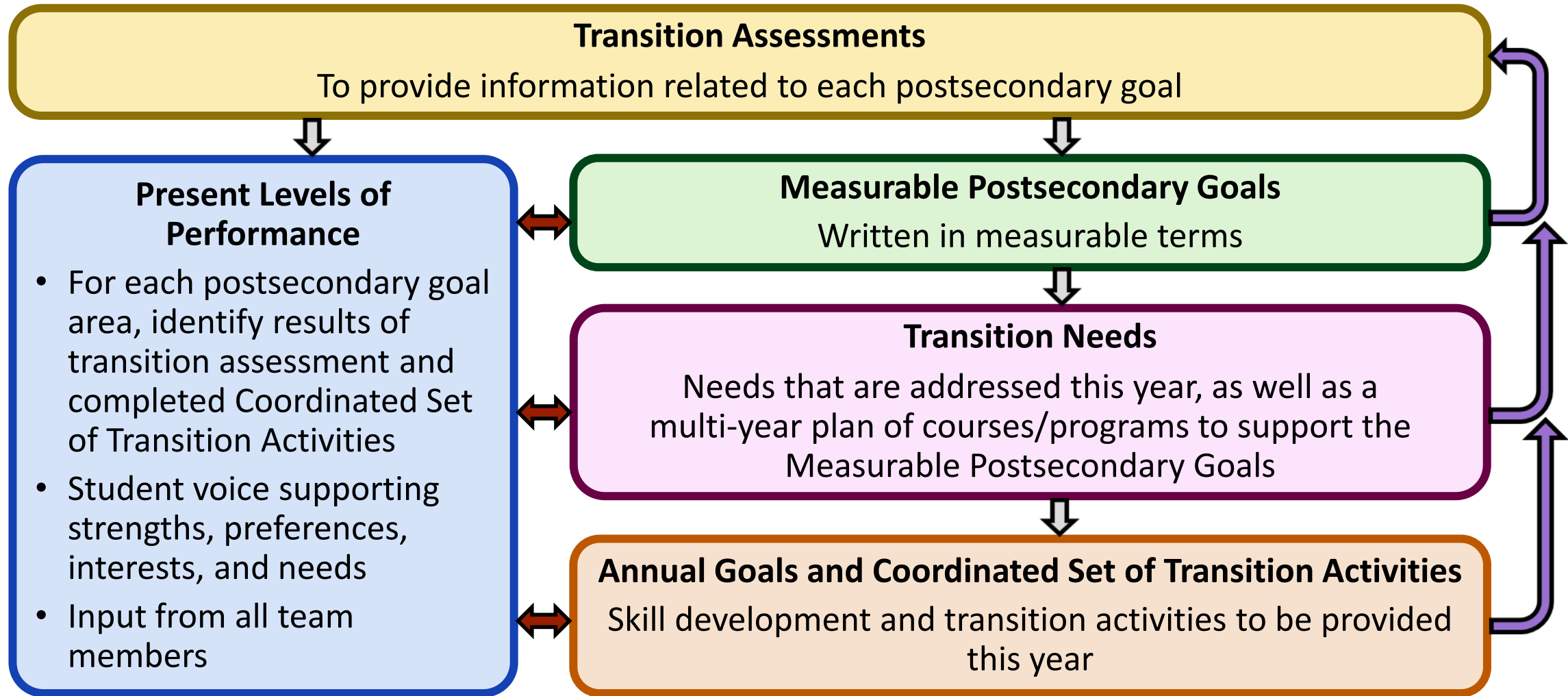
- Are any of the transition assessments discussed today already being completed in your school?
- Are there other transition assessments you use that you have found valuable?
- Which ones reviewed today would you consider trying with students?

Using Results to Develop the IEP



Transition Planning Across the IEP

Connected Transition Plan in the IEP



Case Study—Sean

- Sean is a junior with a learning disability who lives at home with his mother. Sean is enrolled in courses with his peers without disabilities throughout the school day. He stated he would like to join the Marine Corps to become an aircraft mechanic.
- He participated in three transition assessments this school year:
 - AIR Self-Determination Scale – Student Form
 - Practice ASVAB
 - Life Skills Inventory Independent Living Skills Assessment Tool
- In addition, Sean's mother completed the AIR Self-Determination Scale – Parent Form

Sean's AIR Self-Determination Scale



Items	Think			Do			Adjust		
	1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6
10									
9									
8									
7									
6									
5	X								
4	X	X							
3	X	X							
2	X	X	X						
1	X	X	X						
0	X	X	X						

Items	Think			Do			Adjust		
	1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6
10									
9									
8									
7									
6	X								
5	X								
4	X	X							
3	X	X	X						
2	X	X	X						
1	X	X	X						
0	X	X	X						

Total	6	5	3	7	5	4
	Things I Do			How I Feel		
	↓			↓		
	14			16		

↓

30

Capacity

Items	Think			Do			Adjust		
	1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6
10									
9									
8									
7									
6									
5									
4	X	X	X						
3	X	X	X						
2	X	X	X						
1	X	X	X						
0	X	X	X						

Items	Think			Do			Adjust		
	1-2	3-4	5-6	1-2	3-4	5-6	1-2	3-4	5-6
10									
9									
8									
7									
6									
5									
4	X	X	X						
3	X	X	X						
2	X	X	X						
1	X	X	X						
0	X	X	X						

Total	5	6	6	6	5	5
	What Happens at School			What Happens at Home		
	↓			↓		
	17			16		

↓

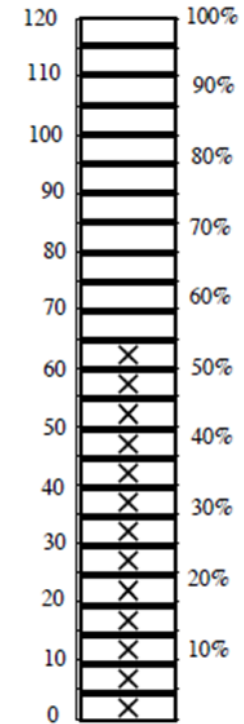
33

Opportunity

= ⇒

63

Level of Self-Determination



Sean's Self-Determination Assessment Results

- Transition Assessment—Oct 20XX—Sean and his mother completed the AIR Self-Determination Scale.
- Results indicate Sean needs to improve his self-determination skills.
- When speaking with his IEP case manager, Sean agreed he does not feel comfortable speaking with new teachers about his learning needs.
- Sean's mother is concerned that Sean is hesitant to speak up for himself and worries about him at times (or in the future) when she is not around.

Practice ASVAB

- To join the Marine Corps, Sean must take the ASVAB test. For enlistment into the Marine Corps, he must score in the 35th percentile.
- Sean needs to score a minimum standard score of 105 on the mechanical maintenance (MM) portion of the ASVAB to qualify as an aircraft mechanic.
- MM is the sum combination of mathematics knowledge (MK) + auto and shop information (AS) + mechanical comprehension (MC) + electronics information (EI)
- No outside help is allowed while taking the ASVAB, including the math sections of the test. That means he cannot use a calculator to take the ASVAB.

Sean's ASVAB Results

ASVAB Tests:

- General Science: 20
- Arithmetic Reasoning: 24
- Word Knowledge: 40
- Paragraph Comprehension: 45
- Mathematics Knowledge: 19
- Electronics Information: 17
- Auto and Shop Information: 30
- Mechanical Comprehension: 15

MM Score—MK (19) + AS (30) + MC (15) + EI (17) = 81

Sean's Education/Training and Employment Transition Assessment Results

- On 11.15.XX, Sean completed the online practice ASVAB.
- Sean scored high enough to become a Marine; however, he needs to improve his mathematics knowledge, electronics information, and mechanical comprehension to qualify to become a marine aircraft mechanic.

Sean's Life Skills Inventory Independent Living Skills Assessment Tool

Category A: Money Management and Consumer Awareness	
Basic - Must know 3 of 5 to advance to the next level of accomplishment:	
<input checked="" type="checkbox"/>	Knows values of coins and currency.
<input checked="" type="checkbox"/>	Can make a transaction at a local store and count change.
<input checked="" type="checkbox"/>	Has an understanding of the difference between "luxuries" and "necessities" in food, transportation, clothing, housing.
<input checked="" type="checkbox"/>	Understands the difference between "sale price" and "regular price".
<input checked="" type="checkbox"/>	Can identify one way to save money on purchases.
Intermediate - Must know 4 of 6 to advance to the next level of accomplishment:	
<input checked="" type="checkbox"/>	Can open a checking or savings account.
<input checked="" type="checkbox"/>	Can write checks/make withdrawals and make deposits.
<input checked="" type="checkbox"/>	Can record banking transactions (either checking or savings).
<input checked="" type="checkbox"/>	Can budget allowance to last for a week. (Shows some understanding of the concept of saving).
<input type="checkbox"/>	Understands the difference between gross wage and take home pay.
<input checked="" type="checkbox"/>	Can use a calculator to add, subtract, divide and multiply.
Advanced - Must know 4 of 6 to advance to the next level of accomplishment:	
<input type="checkbox"/>	With assistance can make out monthly budget covering regular expenses for independent living.
<input type="checkbox"/>	Shows some "sales resistance" to "something for nothing" advertising and "low weekly payment" credit plans.
<input type="checkbox"/>	Can read monthly bank statements, compare balances, make adjustments as necessary (deduct service charges, check fees, adjust for differences in the balance).
<input checked="" type="checkbox"/>	Can comparison shop using unit pricing information.
<input type="checkbox"/>	Understands the responsibility of filing tax forms. Knows the information that is required for filing taxes and knows where to go to get assistance in filing taxes.
<input checked="" type="checkbox"/>	Knows how to clip and use coupons.

Sean's Independent Living Transition Assessment Results

- On 11.28.XX, Sean completed the Life Skills Inventory Independent Living Skills Assessment Tool
- Results revealed Sean needs assistance understanding the difference between gross wage and take-home pay; making a monthly budget; reading monthly bank statements; and understanding filing tax forms, information needed for filing taxes, and where to go to get assistance in filing taxes.

Sean's IEP Mapping Tool

Using Sean's Transition Assessment Results to Inform His IEP



Transition Planning Individualized Education Plan (IEP) Mapping Template

Date _____ Student Name: _____

Evaluation Results	Present Levels of Performance	Measurable Postsecondary Goals	Transition Needs	Annual Goals	Coordinated Set of Transition Activities
<u>Transition Assessments:</u>	<u>Strengths:</u> <u>Preferences:</u>	<u>Education/Training:</u> <u>Employment:</u>	<u>Transition Needs:</u>	<u>Annual Goals:</u>	<u>Instruction:</u> <u>Related Services:</u> <u>Community Experiences:</u>

Reflection and Action Planning



- What are your biggest takeaways from this session?
- What did you learn today about transition assessments that you did not previously know?
- How are you going to use this information?
- What additional information would you like?

Questions?



Resources (1 of 4)

- [AIR Self-Determination Assessments \(including Casey Life Skills\)](#)
- [ACT](#)
- [ASVAB](#)
- [Bureau of Labor Statistics News Release](#)
- [CareerOneStop Work Values Matcher](#)
- [CareerOneStop Career Videos in English and Spanish](#)
- [Career Wonders Interest Survey](#)
- [Comprehensive High School Transition Survey](#)
- [CTE—Career Clusters](#)
- [Ed 2d Law](#)

Resources (2 of 4)

- [Forced Choice Career Interest Survey](#)
- [Indiana Secondary Transition Resource Center—College Planning Worksheet](#)
- [Indiana Secondary Transition Resource Center—CTE Report](#)
- [Indiana Secondary Transition Resource Center Transition Assessment Matrix](#)
- [Informal Assessments for Transition Planning—Second Edition E-Book](#)
- [Informal Assessments for Transition Planning—Three Book Set](#)
- [Life Skills Checklist](#)
- [Life Skills Inventory Independent Living Skills Assessment Tool](#)
- [Life Vision—The Ride Ahead](#)
- [Military Entrance Processing Stations](#)

Resources (3 of 4)

- [My Disability Roadmap](#)
- [My Majors](#)
- [My Next Move](#)
- [New York Career Zone](#)
- [PACER Center Connecting Youth to Careers](#)
- [PEaE Assessment](#)
- [P-CAET](#)
- [Postsecondary Readiness Rubric](#)
- [SAT Prep](#)

Resources (4 of 4)

- [Self-Determination Inventory System \(SDIS\)](#)
- [Story of Richie Parker, Hendrick Motorsports Designer—Chevy Hardcore](#)
- [Student Dream Sheet](#)
- [Study Skills Assessment Questionnaire](#)
- [The Ride Ahead Film](#)
- [Think College](#)
- [Transition Planning Inventory 3 \(TPI-3\)](#)

References (1 of 3)

- Achola E. (2021). *Family Cultural Assets Profile*. California State University Long Beach.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (Eds.). (2014). *Standards for educational and psychological testing*. American Educational Research Association.
- Holland, J. L. (1985). *Making vocational choices: A theory of vocational personalities and work environments*. Prentice-Hall.
- Krownapple, J. (2017). *Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation*. Corwin, a SAGE Publishing Company.
- Military Advantage. (2023). *The ASVAB test*. Military.com.
<https://www.military.com/join-armed-forces/asvab>
- Rowe, D. A., Mazzotti, V. L., Hirano, K., & Alverson, C. Y. (2015). Assessing Transition Skills in the 21st Century. *TEACHING Exceptional Children*, 47(6), 301–309.
<https://doi.org/10.1177/0040059915587670>

References (2 of 3)

- Singleton, G., & Hays, C. (2008). Beginning Courageous Conversations About Race. In M. Pollock (Author), *Everyday Antiracism: Getting Real About Race in School*. New Press.
- Singleton, G. E. (2015). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Corwin.
- Sitlington, P. L., Neubert, D. A., & Leconte, P. J. (1997). Transition assessment: The position of the division on career development and transition. *Career Development for Exceptional Individuals*, 20, 69–79.
<https://doi.org/10.1177/088572889702000106>
- Sitlington, P. L., & Payne, E. M. (2004). Information needed by postsecondary education: Can we provide it as part of the transition assessment process? *Learning Disabilities: A Contemporary Journal*, 2(2), 1–14.

References (3 of 3)

United States Bureau of Labor Statistics (2022). Labor market experience, education, partner status, and health for those born 1980–1984.

<https://www.bls.gov/news.release/pdf/nlsyth.pdf>

Yosso (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8, pp. 69–91.

Contact Us

TAP for Transition

Jessica Elliott, Director

TAPtransition@cornell.edu



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education

Educational Partnership

Technical Assistance Partnership
for Transition

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