

## Section 4:

### Transition

Transition must be addressed in a student's IEP during their 9th grade year. A team should keep this in mind when determining when to first address transition in the triannual evaluation cycle. Transition addresses the student's skills related to post-secondary education and training, employment, community participation, recreation, and independent living.

When completing the transition portion of an evaluation for a student with ASD it is important to not only evaluate the students present level of skill and need in the 5 areas of transition, but to also assess how the students current social, communication, and behavioral concerns may impact their future goals. It is common for students with ASD to have the academic skills needed to be successful in a post-secondary setting, but they may not have the social skills required to be successful in their chosen career.

- [Age-Appropriate Transition Assessment Toolkit \(3rd Edition\) \(external website\)](#)  
The National Secondary Transition Technical Assistance Center (NSTTAC) has published this toolkit, which includes information on conducting transition assessments and a comprehensive listing of age-appropriate transition assessments.
- [Autism Speaks - Transition Toolkit \(2018\) \(external website\)](#)  
Comprehensive list of transition resources and assessments. This list covers resource benefits eligibility, legal matters, job opportunities, health, and technical safety.
- [Independent Living Skills Assessment - Life Skills Inventory \(external website\)](#)  
The Life Skills Inventory/Independent Living Assessment Tool gathers information to identify if an individual is prepared with the appropriate life skills to live independently. The checklist covers 15 different categories related to independent living.

Each category covers 4 levels of accomplishment (basic, intermediate, advanced, exceptional) and requirements for moving on to the next level.

- [Secondary School Success Checklist \(external website\)](#)  
The Secondary School Success Checklist (SSSC) is a tool that can be used by students, caregivers and families, and school personnel to help identify priority goals for the student to focus on in an effort to achieve a positive high school experience. The SSSC has two steps, skill evaluation and priority ranking. It includes three domains, 11 subdomains as well as behaviors that are proven to contribute to success during school and optimize outcomes.
- [AIR Self-Determination Assessments \(external website\)](#)  
The AIR Self-Determination Scale produces a profile of the student's level of self-determination, identifies areas of strength and areas needing improvement, along with identifying specific educational goals that can be incorporated into the student's IEP.
- [MDE Secondary Transition \(external website\)](#)  
This link provides direct access to the Minnesota Department of Education's Secondary Transition resources, access to reintegration framework and systems planning toolkit, and training modules.
- [Nassau Suffolk Services for Autism Transition & Vocational Skill Assessment \(external website\)](#)  
The assessment evaluates several key areas such as basic foundation skills, basic work skills, learning style, social and leisure skills, behavioral challenges, and individual vocational preference. It also assesses transition skills as well as provides essential information for each student.
- [Employability/Life Skills Assessments \(external website\)](#)  
This criterion-referenced checklist may be used yearly, beginning at the age of 6, to assess a student's level of performance in the twenty-four critical employability skill areas. Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the workplace.

- [Ocali - The Right Match - Employment \(external website\)](#)  
This checklist will assist the student to identify their personal work style and the “fit” of their personal style to potential employment. It addresses multiple areas such as: learning style, sensory issues, social style, communication style, and grooming/hygiene.
- [Ocali - Quickbook of Transition Assessments \(external website\)](#)  
The Quickbook of Transition Assessments was last updated in 2005. It is intended to provide technical assistance to school districts and/or agencies that provide special education or special education and relate services to youth with disabilities.
- [The ARC Self-Determination Scale \(external website\)](#)  
Self-Report measure of self-determination designed for use by adolescents with cognitive disabilities. Helps identify student strengths and areas of need along with being a tool to examine the relationship between self-determination and factors that promote or inhibit this important outcome. [Sample Scoring](#)
- [O\\*Net Interest Profiler - My Next Move \(external website\)](#)  
This online interest profiler helps students identify areas of interest and how they relate to the world of work (broken into 6 career areas). It asks students to rate how they feel about each type of work activity. Students are also able to choose from 5 levels of preparation before being given a list of possible careers to investigate.
- [Do2Learn Social Skills Assessment \(external website\)](#)  
Do2Learn provides a wide range of assessment tools, training resources, and work-related instructional tools under the following areas: determining interests, finding a job, getting a job, keeping a job, and other job topics.
- [Transition Behavior Scale -3rd Edition \(external website\)](#)
- The **(TBS-3)** measures a student’s readiness for transition to employment and independent living. The greatest threat to success in employment and independent living is behavior which is inappropriate for those situations. The TBS-3 provides a measure of those behavioral characteristics most predictive of behavior in society in general and employment specifically. The **TBS-3** subscales measure a student’s

behavior in the areas of Work Related, Interpersonal Relations, and Social/Community Expectations.

- [Self-Determination and Self-Advocacy Skills Questionnaire \(external website\)](#)  
Contains parent, teacher, and student forms along with a summary of compiled scores based on ratings from all participants.
- [CITE Learning Styles Inventory \(external website\)](#)  
This tool was created by the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students.
- [Parent Interview for Transition.pdf](#)  
This interview provides information from the parent in all five areas of transition.
- [PACER \(external website\)](#) Information about the basics of Person-Centered Planning and resources for this process.
- [Person-Centered Thinking Tools \(external website\)](#)  
General information along with tools and templates for Person-Centered Planning.