

# Postsecondary Education Transition Manual for Students with Disabilities

A Resource Manual for Alaska Students, Families, Secondary  
and Postsecondary Education School Staff, and Agencies



*Figure 1. Photo credit Pixabay*

**Developed by Lee Waters, Ed.D. in collaboration with the UAA Center  
for Human Development LEND Without Walls**



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## **INTRODUCTION**

The successful transition of students with disabilities from school to

## TAXONOMY FRAMEWORK

Dr. Kohler’s “Taxonomy for Transition Programming”<sup>1</sup> is an applied framework utilized as an effective transition tool with the purpose of planning, organizing, and evaluating transition education, services, and programs for students with disabilities. Kohler outlined five primary best-practice categories: Student-Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. This transition manual highlights six identified themes that correspond to the five primary practice categories.

- < Theme 1 “Transition Planning Timeline” (Student-Focused Planning)
- < Theme 2 “Roles and Responsibilities” (Student-Focused Planning & Family Engagement)
- < Theme 3 “Special Education Law” (Student Development & Program Structure)
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# TRANSITION PLANNING TIMELINE



*Figure 2. Photo credit Pixabay*

Transition planning involves a team of people that work with the student with disabilities in both the secondary school and community settings. This planning process should be approached as a year-long process over the course of the student's life at school, not just at the annual Individualized Education Program (IEP) meeting or when the student turns 16. Long-range postsecondary education outcomes are identified by the student with support from school staff, family, and community members.

Transition planning is about the student's movement from secondary to post-school life. It is based on what the student's plans are for the future. The top priority is the student and his/her input. Adapted from Virginia's College Guide for Students with Disabilities<sup>2</sup> is a list of recommended tasks for students to follow during their freshman, sophomore, junior and senior years in high school. Students are encouraged to meet with members of

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<sup>2</sup> [http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/college\\_planning/college\\_guide.pdf](http://www.doe.virginia.gov/special_ed/transition_svcs/college_planning/college_guide.pdf)

the IEP team at any time for clarification of this timeline. The following are recommended activities during these years:

## Freshman Year

**Review** vocabulary words, terminology and instructions with your IEP team as you go through this guide to be sure you understand the information clearly (examples include *disability, accommodations, modifications, assistive technology, self-advocacy, etc.*).

**Learn** about your disability and how to explain it so others will understand your needs.

**Learn** what your strengths are.

**Learn** how to participate actively in your IEP, including your transition plan, which is your plan to help you achieve your goal of attending college.<sup>3</sup>

**Learn** how to advocate for yourself in developing your transition plan with your case manager and IEP team.

**Begin** to create a portfolio of your best school work that best shows your knowledge and some research you've done on colleges.<sup>4</sup>

**Work** with your guidance counselor to be sure that you take the courses for your high school diploma.

**Learn** how to use the academic accommodations, auxiliary aids and services, and learning strategies that you will need in college.

**Explore** assistive technology options with the IEP team and learn how it can help you to complete difficult tasks.

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<sup>3</sup> <https://www.imdetermined.org/quick-links/student-involvement/>

<sup>4</sup> <http://lifeafterieps.com/wp->



**Ask** your guidance counselor to teach you about the college resources available in your school.

**Explore** career ideas with your guidance counselor and visit your school career or college center.

**Join**

## Sophomore Year

**Continue** to review vocabulary words, terminology and directions as they relate to your disability and education needs.

**Continue** to actively participate in your IEP transition planning with your case manager and IEP team.

**Continue** taking courses to prepare you for college.

**Continue** to learn about your strengths.

**Continue** to work on the skills that are hard for you to do.

**Continue** to add to your portfolio.

**Continue** to learn more learning strategies to help you access the same course work as your peers.

**Participate** in extracurricular activities, hobbies and work experiences.

**Identify** what your interests, abilities, and values are so that you can find career areas that match.

**Continue** to meet with your career or guidance counselor to discuss colleges and their requirements.

**Register** to take the Preliminary Scholastic Aptitude Test (PSAT) in the fall if the college you're interested in requires the Scholastic Aptitude Test (SAT).

**Talk** with your career or guidance counselor how to get accommodations for the PSAT.

**Speak** with college representatives that visit your high school and are at college fairs.

**Visit** college campuses and talk to college students about their campus experiences.

**Continue** to save for college and think about ways you can pay for college (scholarships, loans, getting a job).

## Junior Year



**Investigate** the availability of financial aid from federal, state, local and private sources.

**Investigate** the availability of scholarships.<sup>6</sup>

**Continue** saving for college.

**Contact** the vocational rehabilitation counselor (VR) who serves your school to determine your eligibility for vocational rehabilitations services.

**Invite** the VR counselor to attend your IEP meeting.

**Make** sure that the documentation of your disability is current.

Colleges usually want current testing within three years when you begin college.

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<sup>6</sup> <https://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>

## Senior Year

**Continue** to learn and review vocabulary and terminology about your disability and your education/transition plan.

**Lead** your IEP meeting.

**Learn** about the Americans with Disabilities Act and how it helps you in college and on the job.

**Meet** with your school guidance counselor early in the year to discuss your plans.

**Continue** to develop your self-advocacy skills and study skills.

**Learn** about what faculty members in college will expect from you.

**Continue** exploring possible college majors that are consistent with your career goal and your strengths and interests.

**Figure** out how you learn best and how this will help you in college.

**Find** out how to get accommodations in college. It's a very different process from high school!

**Role-play** talking with professors about your accommodations.

**Explore** assistive technology that you may need in college.

**Research** the resources in your state to find a college preview event for students with disabilities. If your community has this type of event, plan on attending.

**Role-play** college interviews with counselors, family and teachers.

**Finalize** your portfolio so that it contains at least the following:

- Copies of your psychological and educational evaluations

- Transcripts

- ACT or SAT scores

- Your current or latest IEP

Your medical records (if appropriate)

A writing sample or other work samples related to your choice of a major

Your letters of recommendation from teachers and employers





# ROLES AND RESPONSIBILITIES

It is helpful for people to have a clear understanding of the roles and responsibilities of others and themselves that serve on the student's IEP team. People appropriate for the transition planning team should include the following:

- ◁ Student
- ◁ Parents/Guardians
- ◁ Teacher (Special Education and General Education)
- ◁ Career Education Teacher
- ◁ School Guidance Counselor
- ◁ Transition Coordinator
- ◁ Vocational Rehabilitation Agency Representative
- ◁ Disability Support Services Representative



Figure 3. Photo credit Pixabay

## **STUDENT**

- ◁ Utilize the transition planning timeline
- ◁ Learn how to self-advocate
- ◁ Communicate his/her interests and preferences regarding postsecondary education
- ◁ Identify his/her strengths and weaknesses
- ◁ Participate actively in all discussions and IEP decisions
- ◁ Lead the IEP team meeting with training and practice

## **PARENTS/GUARDIANS**

- ◁ Support the student during his/her timeline activities by helping to clarify understanding
- ◁ Actively participate as an equal partner in all IEP meetings
- ◁ Help the student to connect with community resources
- ◁ Provide information about the student's independent living skills education goals
- ◁ Support secondary school staff by helping to coordinate between the school and identify the help the student may need in order to achieve postsecondary and community agencies

## **SPECIAL EDUCATION TEACHER(S)**

- ◁ Support the student during his/her timeline activities
- ◁ Teach the student to identify and articulate the disability(ies) he/she has and what the functional limitations are
- ◁ Teach the student to identify his/her learning style that works best

- < Assess the student to identify strengths, weaknesses, and interests
- < Teach self-advocacy skills as part of a transition curriculum
- < Teach the student study, time management and organizational skills in preparation for school workload in the postsecondary education setting
- < Secure permission to communicate with state/community agencies
- < Provide informational meetings for families regarding aspects of postsecondary education transition planning
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the addition of preparation for further education for students with special needs. It states that “(aa) the IEP must include appropriate measurable postsecondary goals based upon age-appropriate

receive Federal financial assistance from the U.S. Department of Education.

A table<sup>9</sup> showing the legal rights and responsibilities during secondary and postsecondary education can be used as a helpful tool for the student and the entire IEP team to learn more about special education law at both levels. Additionally, another table<sup>10</sup> ‘Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), & The American with Disabilities Act (ADA)’ gives more information for the student and the IEP team to access for additional guidance.

Section 504 and the ADA applies to postsecondary education and is different from the Individuals with Disabilities Education Act (IDEA), which covers grades pre-K thru 12. This means that some adjustment of the perspectives of students, parents, and instructors is necessary when making the transition from high school to college. This chart<sup>11</sup> provides the student and the special education team with a clear picture of how the laws work within the secondary and postsecondary education settings.

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<sup>9</sup> [https://www.unlv.edu/sites/default/files/page\\_files/27/DRC-TransitionDifferences.pdf](https://www.unlv.edu/sites/default/files/page_files/27/DRC-TransitionDifferences.pdf)

<sup>10</sup> <https://www.adainfo.org/sites/default/files/A%20COMPARISON%20of%20ADA-IDEA-504.pdf>

<sup>11</sup>



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## **IDEA**

(Pre-K through 12<sup>th</sup> Grade)

## **SECTION 504/ADA**

(Post-Secondary – Trade School or College)

# TRANSITION ASSESSMENTS

Transition assessment is defined as an “ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the Individualized Education Plan (IEP)”<sup>12</sup>.

The National Technical Assistance Center on Transition (NTACT) has created an age appropriate transition assessment toolkit<sup>13</sup>. This toolkit is designed to assist special education team members to become familiar with what assessment instruments exist, what methods to use and how to use the results for transition planning decisions. Information from transition assessments are gathered in the following four categories: academic, self-determination, vocational interest and exploration, and adaptive behavior/independent living. The results should be the basis for instructional strategies and accommodations in addition to creating the student’s postsecondary education goals on his/her IEP. A list of assessment methods from this toolkit is shown on the following pages.

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<sup>12</sup> [https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT\\_Fast\\_Facts/Age\\_Appropriate\\_Transition\\_Assessment.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT_Fast_Facts/Age_Appropriate_Transition_Assessment.pdf)

## **Informal Transition Assessment Methods**

Interviews and Questionnaires

Direct Observation

Ecological Assessment (observing in an environment where activities occur)

School Performance Assessments (statewide testing, student classroom behaviors)

Transition Planning Inventories

## **Formal Transition Assessment Methods**

Achievement Tests

Adaptive Behavior and Independent Living

Aptitude Tests

Interest Inventories

Intelligence Tests

Personality or Preference Tests

Self-determination Assessments

The special education teacher/case manager can also use an online assessment, the Transition Assessment and Goal Generator (TAGG)<sup>14</sup>. TAGG is an assessment tool to measure non-academic behaviors such as knowing one's own strengths and limitations, persistence, getting along with others, and the ability to make goals and the attainment of these goals.

The Field Hoffman Self-Determination Assessment Battery<sup>15</sup> is another assessment for students, teachers, and parents/guardians to use. The Self-Determination Observation Checklist (SDOC)<sup>16</sup> is a 38-item behavioral observation checklist administered by classroom teachers. Behaviors that correlate to self-determination are checked.

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<sup>14</sup> <http://www.ou.edu/education/centers-and-partnerships/zarrow>

<sup>15</sup> <https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery>

<sup>16</sup> [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjruOCH0\\_7tAhVWrJ4KHbuyDmAQFjADegQIAxAC&url=http%3A%2F%2Fwww.ghaea.org%2Ffiles%2FTransitionPlanning%2FFieldHoffman%2Fobservation-checklist-2.doc&usg=AOvVaw3ts889yuxVL\\_1-DrZubaP4](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjruOCH0_7tAhVWrJ4KHbuyDmAQFjADegQIAxAC&url=http%3A%2F%2Fwww.ghaea.org%2Ffiles%2FTransitionPlanning%2FFieldHoffman%2Fobservation-checklist-2.doc&usg=AOvVaw3ts889yuxVL_1-DrZubaP4)

# TRANSITION CURRICULUM

Self-determination is a critical and life-long skill for students with disabilities to obtain and utilize across all settings in life. The student and the special education team should ask, “What can students with disabilities in the secondary setting do to increase self-determination skills?”. These students with disabilities who are contemplating higher education should participate in their IEP planning meetings, make their needs and preferences heard, and practice good communication and problem-solving skills with the adults on their team.

As defined by Martin and Huber Marshall<sup>17</sup>, self-determination consists of seven components:

**Self-awareness** is the ability to identify and understand one’s needs, interests, strengths, limitations, and values.

**Self-advocacy** refers to the ability to express one’s needs, wants, and rights in an assertive manner.

**Self-evaluation** includes the ability to self-assess performance and determine when a goal or task has been satisfactorily completed.

**Adjustment** is the process of revising one's goals and plans to improve performance or success.

It is important that students develop knowledge of their disabilities and needed accommodations. The stigma of having a disability is so pervasive that 60% of students who had IEPs in high school indicated that they did not have a disability the year after they exited high school<sup>18</sup>. While the disability office staff at the postsecondary education setting is ready to assist students, students might worry about forming a trusting relationship due to the personal inquiries a student must answer when requesting an accommodation. Students also could be unaware of services and supports available on campus and fail to inquire because they don't know there is something to inquire about.<sup>19</sup> The development of self-determination and self-advocacy skills should be embedded in all areas of a transition curriculum. The following are resources for curriculum materials to teach self-determination:

Me! - a program to teach self-awareness and self-advocacy

(<https://tagg.ou.edu/tagg/tagg-files/flyer.pdf>)

I'm Determined - teaching modules for teaching self-determination

(<https://www.imdetermined.org/quick-links/modules/>)

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<sup>18</sup> <https://ies.ed.gov/ncser/pubs/20113005/pdf/20113005.pdf> (Newman, L., Wagner, M., Knokey, A.-M., Marder, C., Nagle, K., Shaver, D., Wei, X., with Cameto, R., Contreras, E., Ferguson, K., Greene, S., and Swarting, M. (2011)

<sup>19</sup> <https://files.eric.ed.gov/fulltext/EJ1026882.pdf> (Lombardi, Allison & Murray, & Dallas, Bryan (2013)

STEPP Program Transition Curriculum - lesson and activity plan  
modules designed to help students take one STEPP at a time to get  
ready for college (<https://www.ecu.edu/cs-acad/stepp/curriculum.cfm>)

# POSTSECONDARY EDUCATION SUPPORTS

It is important for secondary students with disabilities and their







Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, schools may not discriminate on the basis of disability and must ensure that the program being offered, including extracurricular activities, are accessible to students with disabilities. Campus disability services (DS) offices ensure equal access to educational programs and services by providing consultation on accommodations (placement testing, classroom, and assistive technology) for students with disabilities<sup>20</sup>. The DS office will work with students to help them understand their rights, some of which are covered under the Family Educational Rights and Privacy Act (FERPA)<sup>21</sup>.

Below is a list of common accommodations in postsecondary education settings:

### **Deaf/Hard of Hearing**

- ◁ Sign Language Interpreter
- ◁ Note takers
- ◁ Real Time Captioning
- ◁ Closed Captioning
- ◁ Visual aids
- ◁ Visual warning systems for lab emergencies
- ◁ Access to assistive technology (i.e., FM system)

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<sup>20</sup> [https://www.washingtoncouncil.org/2014\\_Fall\\_Workshop\\_Higher\\_Ed\\_Book.pdf](https://www.washingtoncouncil.org/2014_Fall_Workshop_Higher_Ed_Book.pdf)

<sup>21</sup> <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

## Mobility

- ◁ Adjustable equipment
- ◁ ADA adjustable furniture
- ◁ Note takers
- ◁ Additional time for tests
- ◁ Accessible access to facilities
- ◁ Access to assistive technology
- ◁ Disabled parking access

## Speech and Language

## **Neurological/Nervous System**

- ◁ Note takers/Recorders/audio-recorder pen
- ◁ Reduced distraction testing
- ◁ Additional time for tests
- ◁ Memory aids for tests (faculty/DS office approved)

## **Learning Disability**

- ◁ Note takers/Recorders/audio-recorder pen
- ◁ Reduced distraction testing
- ◁ Additional time for tests
- ◁ Alternative course materials
- ◁ Access to assistive technology

## **Psychological / Emotional**

- ◁ Note takers/audio-recorder pen
- ◁ Reduced distraction testing
- ◁ Additional time for tests

When attending the postsecondary setting, both students and faculty have rights and responsibilities, including:

### **Student Rights**

- ⟨ Not be subjected to discrimination
- ⟨ Have an accessible education
- ⟨ Request appropriate accommodations
- ⟨ Expect that other departments will collaborate with the DS office
- ⟨ Choose not to register with the DS office or request accommodations, it is up to the student to request or reject

### **Student Responsibilities**

- ⟨ Be a self-advocate for his/her needs
- ⟨ Provide current evidence of disability
- ⟨ Discuss accommodation needs with a disability services office counselor
- ⟨ Give the accommodation letter to professors
- ⟨ Communicate with faculty as needed

### **Faculty Rights**

- ⟨ Expect students with disabilities to attend and participate in class
- ⟨ Expect students to adhere to the academic integrity policy
- ⟨ Academic freedom to decide what materials to use for the course
- ⟨ Provide input regarding the accommodations used in the classroom
- ⟨ Provide timely notification of specific needs

## Faculty Responsibilities

- < Provide a friendly learning environment
- <

- ◁ Professors expect and want you to attend their scheduled office hours
- ◁ Professors will expect you to get the notes/copies of handouts from other students
- ◁ Professors mostly lecture so it is expected that if requested, you will need a note taker
- ◁ Professors mainly include that information in a syllabus (course outline)
- ◁ Self-Advocacy is **APPLIED**

## SUCCESS IN POSTSECONDARY EDUCATION

There will be challenges along the way during this transition process. What makes a successful student? We know self-advocacy is a strong and critical skill as are both motivation and preparation. The information below is adapted from Hecks-Coolick and Kurtz (1997)<sup>22</sup> which serves as a visual guide to show what a successful student looks like. By adopting the general characteristics of successful students, students with disabilities may better plan for the challenges they may encounter in post-secondary education.

### **Motivation**

#### **Successful Students**

- < Goal-oriented
- < Determination
- < Self-discipline
- < Makes the effort

#### **Unsuccessful Students**

- < Lack of goals or no sense of future plans
- < Immature
- < Procrastinates, makes excuses

### **Preparation**



- ◁ Equipped with study skills
- ◁ Knows own learning style, what works-what doesn't
- ◁ Good time management skills
- ◁ Knowledge of assistive technology

### **Unsuccessful Students**

- ◁ Lack of academic preparation
- ◁ More dependent on others for help
- ◁ No clear understanding of planning
- ◁ Poor time management
- ◁ Disorganized

## **Self-Advocacy**

### **Successful Students**

- ◁ Is self-aware of own disability
- ◁ Accepts self
- ◁ Knows the laws, policies and resources
- ◁ Exhibits assertiveness
- ◁ Utilizes problem-solving skills

### **Unsuccessful Students**

- ◁ Does not fully grasp limiting functions of own disability
- ◁ Denial of disability
- ◁ Little knowledge of own legal rights
- ◁ Lack of self-esteem and self-confidence
- ◁ Lack of problem-solving skills

# Alaska Postsecondary Education Settings

## **ALASKA BIBLE COLLEGE (Palmer, AK)**

Main Phone: (907) 745-3201

Main Email: [info@akbible.edu](mailto:info@akbible.edu)

Website: <https://www.akbible.edu/>

Disability Services Office Phone: (907) 745-3201

## **ALASKA CAREER COLLEGE (Anchorage, AK)**

**AVTEC (Seward, AK)**

Main Phone: (907) 224-3322

Main Email: [admissions@avtec.edu](mailto:admissions@avtec.edu)

Website: <https://avtec.edu/>

Disability Services Office Phone: (907) 224-6170

**CENTRAL TEXAS COLLEGE (Anchorage, AK)**

Main Phone: (907) 753-1125

Main Email: [registrarrich.elmendorf@ctcd.edu](mailto:registrarrich.elmendorf@ctcd.edu)

Website: <https://www.ctcd.edu/locations/other-us-locations/fort-richardson-elmendorf-afb/>

Disability Services Office Phone: q0.00000912 0 612 792 reW\*nBT/F1 14 Tf1 0 0 1 1



**UAF CHUKCHI CAMPUS (Kotzebue, AK)**

Main Phone: (907) 442-3402

Main Email: [ermackey@alaska.edu](mailto:ermackey@alaska.edu)

Website: <https://www.uaf.edu/chukchi/>

Disability Services Office Phone: (907) 474-5655

**UAF COMMUNITY & TECHNICAL COLLEGE (Fairbanks, AK)**

Main Phone: (907) 455-2800

Main Email: [uaf-admissions@alaska.edu](mailto:uaf-admissions@alaska.edu)

Website: <https://www.ctc.uaf.edu/>

Disability Services Office Phone: (907) 474-5655

**UAF INTERIOR ALASKA CAMPUS (Fairbanks, AK)**

Main Phone: (907) 474-6493

Main Email: [uaf-iacinfo@alaska.edu](mailto:uaf-iacinfo@alaska.edu)

Website: <https://www.uaf.edu/iac/>

Disability Services Office Phone: (907) 474-5655

**UNIVERSITY OF ALASKA, SOUTHEAST (UAS) (Juneau, AK)**

Main Phone: (907) 796-6100

Main Email: [uas.info@alaska.edu](mailto:uas.info@alaska.edu)

Website: <https://www.uas.alaska.edu/>

Disability Services Office Phone: (907) 796-6465

**UNIVERSITY OF ALASKA, SITKA (UAS) (Sitka, AK)**

Main Phone: (907) 747-7717

Main Email: [sitka.info@alaska.edu](mailto:sitka.info@alaska.edu)

Website: <https://www.uas.alaska.edu/sitka/>

Disability Services Office Phone: (907) 796-6465

**UAA KENAI PENINSULA COLLEGE (Soldotna, AK)**

Main Phone: (907) 262-0300

Main Email: [uaa\\_kpcinfo@alaska.edu](mailto:uaa_kpcinfo@alaska.edu)

Website: <https://kpc.alaska.edu/>

Disability Services Office Phone: (907) 262-0322

(907) 235-1686 (Kachemak Bay)

**UAA KODIAK COLLEGE (Kodiak, AK)**

Main Phone: (907) 486-1266

Main Email: [studentservices@kodiak.alaska.edu](mailto:studentservices@kodiak.alaska.edu)

Website: <https://koc.alaska.edu/>

Disability Services Office Phone: (907) 486-1264

**UAA MATANUSKA-SUSITNA COLLEGE (Palmer, AK)**

Main Phone: (907) 745-9746

Main Email: [uaa\\_mscinfo@alaska.edu](mailto:uaa_mscinfo@alaska.edu)

Website: <https://matsu.alaska.edu/>

Disability Services Office Phone: (907) 745-9747

**UAA PRINCE WILLIAM SOUND COLLEGE (Valdez, AK)**

Main Phone: (907) 834-1600

Main Email: [pwsc.stuent.services@alaska.edu](mailto:pwsc.stuent.services@alaska.edu)

Website: <https://pwsc.alaska.edu/>

Disability Services Office Phone: (907) 834-1612

**WAYLAND BAPTIST UNIVERSITY (Anchorage, AK)**

Main Phone: (907) 333-2277

Main Email: [claytoncl@wbu.edu](mailto:claytoncl@wbu.edu)

Website:



**Alaska Youth Transition Handbook**



### **Tapestry at UAA (Center for Human Development)**

Students with a disability are provided with a postsecondary college experience to develop skills and explore careers

<https://www.uaa.alaska.edu/academics/college-of-health/departments/center-for-human-development/tapestry/>

### **Tribal Vocational Rehabilitation (TVR)**

Assists Alaska Native and American Indian individuals with disabilities with postsecondary plans

<https://citci.org/employment-training/tribal-vocational-rehabilitation-tvr/>

## **NATIONAL**

### **AIR Self-Determination Assessment/ARC Self-Determination Assessment**

<http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools>

### **Association on Higher Education and Disability (AHEAD)**

Disseminates data, promotes research, and furthers evidence-based practice

<https://www.ahead.org/home>

### **Brigance Transition Skills Inventory**

<https://www.curriculumassociates.com/products/brigance/special-education>

### **Casey Life Skills**

Help guide to assist with assessments for transition

<http://www.itsmymove.org/docs/CLSA/CLSHowToGuide2012.pdf>

### **Choicemaker Self-Assessment Tool**

## **College & Career Readiness Success Center (CCRS)**

College readiness

<https://www.air.org/center/college-and-career-readiness-and-success-center>

## **College Board- SAT**

College entry tests to assess academic readiness for college

<https://www.collegeboard.org/>

## **College Scholarships**

Search engine to locate scholarships for students with disabilities

<http://www.collegescholarships.org/financial-aid/>

## **Do-It (Disabilities, Opportunities, Internetworking, and Technology)**

Serves to increase successful participation of students with disabilities in STEM fields

<https://www.washington.edu/doi/>

## **Federal Student Aid (FAFSA)**

Free application for Federal Student Aid

<https://studentaid.gov/h/apply-for-aid/fafsa>

## **Field Hoffman Self-Determination Assessment Battery**

Measures cognitive, affective, and behavioral traits to determine levels of self-determination

<https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery>





## **Reading Free Interest Inventory**

<https://www.parinc.com/Products/Pkey/6526>

## **Self-Advocacy Online**

Stories shared by self-advocates and state search for self-advocacy groups

<http://www.selfadvocacyonline.org/>

## **The ACT**

College entry test to determine college readiness

<https://www.act.org/content/act/en.html>

## **The Center for Innovation Teaching Experiences-C.I.T.E. Learning Styles Instrument**

<https://transitioncoalition.org/blog/assessment-review/c-i-t-e-learning-styles-instrument-2/>

## **The disABLED Person National Scholarship Award**

A scholarship award opportunity for students with a disability

[https://www.petersons.com/scholarshidisabledperson-inc-national-college-scholarship-award-for-college-students-with-disabilities-111\\_173100.aspx](https://www.petersons.com/scholarshidisabledperson-inc-national-college-scholarship-award-for-college-students-with-disabilities-111_173100.aspx)

## **The Me! Lessons for Teaching Self-Awareness and Self-Advocacy**

Materials for teaching students, assists with development of student portfolio

<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teachin-self-awareness-and-self-advocacy>

## **Think College**

Dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disabilities

<https://thinkcollege.net/>

## **TPI-2: Transition Planning Inventory–Second Edition**

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

## **Transition Behavior Scale- 3rd Ed.**

<https://www.hawthorne-ed.com/product396.html>

## **University of Oklahoma-Zarrow Center**

Transition resources and assessments

<http://www.ou.edu/education/centers-and-partnerships/zarrow>

## **U.S. Department of Education**

A guide for secondary school educators of students with disabilities preparing for Postsecondary Education

<https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

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