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**SECTION 1 - JOB EXPLORATION**

**SD My Life**

SDMyLife's goal is to help South Dakota students understand how their interests, skills, and knowledge relate to real-world academic and career opportunities. SDMyLife is packed with activities, resources and information to help students in each step along the way. Access to the site does require a login from the school district.

<https://sdmylife.com/>

**My Next Move**

Search careers with key words; browse careers by industry; and take interest inventories to discover career ideas. This is connected with O\*Net Online which has detailed descriptions of the work of work for use by job seekers, workforce development and more!

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

**GuidePosts for Success**

NCWD/Youth has identified Guideposts for Success based on what research tells us that all youth need to transition to adulthood successfully.

<http://www.ncwd-youth.info/publications/guideposts/>

**Career Launch SD Work Based Learning Tool Kit**

A series of resources and lessons aimed to increase student awareness about career opportunities in their communities and help meet South Dakota’s demand for a skilled workforce.

<https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx>

**Employability/Life Skills Assessment**

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 work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a lifelong process, with performance being relative to a student’s ability and age.

<https://washtenawisd.org/ohios-employabilitylife-skills-assessment>

**Self-Directed Employment: A Handbook for Transition Teachers and Employment Specialists**

This handbook provides step-by-step instructions on how to infuse self-directed employment strategies into your school transition or agency-supported employment programs.

<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/self-directed-employment>

**Community Work Site Student Evaluation**

An evaluation of student’s behaviors on the job to begin the conversation on what areas the student is excelling in and areas that need work.

<https://docs.google.com/viewer?url=http://www.rpesd.org/Downloads/Community_Work_Site_Student_Learning_and_Training_Plan_and_Evaluation.docx>

**Value-Sort Activity**

Knowing what we value most in our work, relationships, and other commitments makes it easier to respond to opportunities and conflicts with integrity. The Value Sort is an excellent way to reflect upon what is most important to you personally and it is also a great way to stimulate conversations with peers, colleagues and family members.

<http://thegoodproject.org/toolkits-curricula/the-goodwork-toolkit/value-sort-activity/>

\*printable cards available via email if requested

**Your Free Career Test**

They offer student-friendly, free career tests, a free job quiz, and a free volunteer match test. The career tests are helpful for adults of any age as well. We do not require registration to take any of the free career tests or job quiz. An automatic script emails the test result link, so emails and names are not stored in any database.

<https://www.yourfreecareertest.com/career-tests/>

**Holland Code Career Test**

This free, 10-minute career test uses the scientific Holland Code model to show you which jobs will suit your interests, talents, and aptitude. Measure your interest level in 6 major job areas and understand how psychologist John Holland's RIASEC model can guide your career planning.

<https://www.truity.com/test/holland-code-career-test>

**Creating a Career Portfolio**

Here is some information that will help with a career portfolio. Use the templates to give the student some ideas of what to include in the community service, career preparation, and achievement sections of their portfolio.

<https://moodlectce.cciu.org/course/view.php?id=242>

**Student Interest Survey for Career Clusters**

The Student Interest Survey for Career Clusters is a career guidance tool that allows students to respond to questions and identify the top three Career Clusters of interest based on their responses. This pencil/paper survey takes about fifteen minutes to complete and can be used in the classroom or for presentations with audiences who have an interest in career exploration.

<https://careertech.org/student-interest-survey>

**Career Cluster Video Series**

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.

<https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx?frd=true>

**Work Importance Profiler**

What's important to you in a job? Discover how much you value achievement, independence, recognition, relationships, support, and working conditions on a job. Get a list of jobs that reflect your values.

<https://www.cacareerzone.org/wip/>

**SD Department of Labor**

Information of the current job openings in your area, local labor market information, and a variety of other information and resources.

[https://dlr.sd.gov](https://dlr.sd.gov/)

**Skills to Pay the Bills**

"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

<https://www.dol.gov/odep/topics/youth/softskills/>

Accompanying Skills to Pay the Bills videos -

<https://www.youtube.com/playlist?list=PL5-XYot2VKQM9o8zNFuVWXMhrNLSTkEpM>

**Transition Assessments**

A variety of assessments on education, employment, independent living, social skills, and more.

<http://www.sese.org/transition-assessments/>

**SECTION 2 - POST-SECONDARY EDUCATION/TRAINING PREP**

**A Guide to Assessing College Readiness**

Landmark College has identified their five “essential foundations” that are necessary for students with learning disabilities and AD/HD to be successful in college. This assessment looks at these foundations which are academic skills, self-understanding, self-advocacy, executive function, and motivation and confidence. This assessment uses a checklist format to identify student strengths and needs.

<https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Webinars/College-Readiness_Assessment.pdf>

**Going to College – A Resource for Teens with Disabilities**

Students can learn how to use their strengths, learning style and interests to set goals for college. They can learn what to expect in college and what professors will expect from them as well as learn tips for good grades, requesting and using accommodations, and using technology.

<http://www.going-to-college.org/>

**Advanced Career Technical Education Program**

As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

<https://careertech.org/career-clusters>

**Navigating College – ASAN**

A resource written by adults with autism for college students living with autism exploring the various aspects of the higher education experience.

<https://navigatingcollege.org/download.php>

**SD Dual Credit**

Dual credit is an opportunity for South Dakota high school students who meet admissions standards to enroll in public postsecondary institutions in South Dakota and simultaneously earn credits for both their high school diploma and postsecondary degree or certificate.

<https://sdmylife.com/prepping-for-college/dual-credit>

**SD College Readiness Coursework**

College readiness courses are intended to assist students in reaching their goal of being fully prepared to enter into the workforce or a postsecondary institution following high school graduation.

<https://sdvs.k12.sd.us/Students/CollegeReadiness.aspx>

**TSLP – Post-Secondary Education**

Choosing the right college or university is a difficult and time-consuming process for any prospective student. The student’s IEP doesn’t “follow” them to college or a technical institute, however, laws require virtually all post-secondary institutions make substantial accommodations for students with disabilities. It is important for students with disabilities who plan on attending a college or university to be informed of their rights and responsibilities at the post-secondary level.

Also includes the dates for the upcoming Catch the Wave events, a video of SD post-secondary disability coordinators’ and their contact information, along with other valuable post-secondary information.

<https://tslp.org/post-secondary-education/>

**SECTION 3 – LEARNING STYLES & PERSONALITY PROFILES**

**C.I.T.E Learning Styles Instrument**

The C.I.T.E., used to identify learning styles, is divided into three main areas: language, visual language, auditory numerical, visual numerical and auditory-visual language.

Score categories are as follows:

• Major: The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.

• Minor: The student uses this mode but usually as a second choice or in conjunction with other learning styles.

• Negligible: The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

<https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/TuesTips/learning_style_inventory.pdf>

**Education Planner: Self-Assessments**

Use the interactive self-assessments to discover what the student is good at and where they may have room for improvement. Identify the things that interest them and get some ideas about careers to explore.

<http://www.educationplanner.org/students/self-assessments/index.shtml>

**Comprehensive Study Skills Website**

Includes assessments for learning style, test anxiety, procrastination, concentration, motivation, math study skills, social skills, and self-esteem. Each assessment takes about five minutes to complete. They will immediately see their score along with recommendations. Also includes more than 100 practical articles. Topics include good study habits, managing time, reading and taking notes from textbooks, learning styles, preparing for college, study motivation, setting goals, and much more. Everything on the website is also available in Spanish.

[https://www.how-to-study.com](https://www.how-to-study.com/)

**Learning Styles Quiz**

HowtoLearn.com is the world's leading site for learning resources. It is a transformational and value-driven company for all learners – parents, teachers, students and those in the workplace.

<http://www.howtolearn.com/learning-styles-quiz/>

**SECTION 4 - TRANSITION PLANNING**

**Dude Where’s My Transition Plan?**

A youth friendly guide for students to learn more about the IEP process. Developed in Virginia, so even though some pieces are specific to that state, overall it can be a great, fun tool to use with students.

[http://www.peatc.org//Fact%20Sheets/parent/Dude%20Wheres%20my%20Transition%20Plan%20final%20Nov%202014.pdf](http://www.peatc.org/Fact%20Sheets/parent/Dude%20Wheres%20my%20Transition%20Plan%20final%20Nov%202014.pdf)

**Expanding the Circle**

The Expanding the Circle curriculum offers culturally relevant activities that facilitate the successful transition from high school to postsecondary experiences for American Indian students. The curriculum is designed to help youth explore who they are, what skills they need, and what their options are for life after high school.

<http://etc.umn.edu/default.html>

Accompanying Social Emotional Tool <http://etc.umn.edu/curriculum/handouts/ESSEL-AIS-Survey.pdf>

**My Future**™- helps young adults plan their next steps in life by bringing together the most recently available information about colleges, careers and military service opportunities from the U.S. Departments of Commerce, Defense, Education and Labor.

[www.myfuture.com](http://www.myfuture.com/)

**Parents of Teenager’s Survival Checklist** - a self-check for parents to evaluate where your son or daughter is currently with regard to life skills.

<http://www.sese.org/wp-content/uploads/2016/02/Parents-of-Teenagers-Survival-Checklist.pdf>

**Skill Based Measure for Transition Reading, Math, & Written Expression**

<https://ncsec.k12.sd.us/Skill-Based%20Assessment.htm>

**SECTION 5 – STUDY SKILLS**

**Educational Planner: Which Study Habits Can You Improve?**

Before a student can improve their study habits, they have to identify the strengths and weaknesses in their current study habits. Go through the assessment and find ways they can improve their study habits. This website also has other assessments that can help the student learn more about their study habits.

<http://www.educationplanner.org/students/self-assessments/improving-study-habits.shtml>

**Study Skills Assessment**

The Study Skills Assessment is designed to identify student’s academic strengths and weaknesses. Once they have taken the Study Skills Assessment, explore the study skills topics that have been identified as potential weaknesses.

<https://arc.mercer.edu/college-study-skills/study-skills-assessment/>

**Study Skills Inventory**

The College-Level Study Skills Inventory will assist in providing students with immediate feedback on their current approach to college-level study skills. There are six critical study skills college students need to consistently be developing: textbook reading, note taking, memory, test preparation, concentration, and time management. At the conclusion of the inventory, each of these skills will be assessed based on the manner in which the questions were answered.

<https://sarc.sdes.ucf.edu/form-studyskills/>

**SECTION 6 – STRENGTHS & LIMITATIONS**

**Find Your Strengths!**

This assessment can help the student determine which intelligences are strongest. If you're a teacher or tutor, you can also use it to find out which intelligences your learner uses most often.

<http://www.literacynet.org/mi/assessment/findyourstrengths.html>

**Find Your Strengths and Weaknesses**

The Richard Step Strengths and Weaknesses Aptitude Test (RSWAT) is a tool to help you get a better look at who you really are and how much you could grow.

<https://richardstep.com/richardstep-strengths-weaknesses-aptitude-test/>

**Self-Motivation Quiz: How to Motivate Yourself**

The Self-Motivation Quiz is all about finding out what makes you tick. What pulls you toward the things you are going for – those top 3 motivating types that make you get going.

<https://richardstep.com/self-motivation-quiz-test/>

**Casey Life Skills**

Casey Life Skills (CLS) helps you identify the small steps you can take to bring you closer to achieving your dreams. It's a way for you to build your own personal checklist of skills and strengths. It shows you what you know already and what is possible to learn to help you in the future. If your goals revolve around going to school, meeting new friends, living on your own, owning your own car, raising a family, traveling, or getting a job you love, CLS helps you plan for overcoming the challenges that can get in the way of these dreams.

<https://caseylifeskills.secure.force.com/>

**Personal Preferences Indicator**

The Personal Preference Indicators are *not* checklists but are a guide to accessing information about the person’s preference. Developed specifically for individuals with significant cognitive and multiple disabilities.

<https://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/PersonalPreferenceIndicator1253592698.pdf>

**SECTION 7 – SELF-ADVOCACY**

**Student Self-Determination and Self-Advocacy Skills Questionnaire**

This questionnaire was developed to help the student self-identify their level of knowledge and skills related to self-determination and self-advocacy to see growth and continued areas of need.

<https://docs.google.com/viewer?url=http://www.rpesd.org/Downloads/Student_Self-Determination_and_Self-Advocacy_Skills_Questionnaire.docx>

**411 on Disability Disclosure**

This workbook is designed for youth and adults working with them to learn about disability disclosure and help them make informed decisions about whether or not to disclose their disability and understand by considering how that decision may impact their education, employment, and social lives.

<http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/>

**Self-Advocacy Guide for Teens with Disabilities**

A series of activities that a student can complete to discover more about their learning preferences, facts about their disability, accommodations available, and how to advocate for those accommodations.

<https://uadvocate4u.weebly.com/activities.html>

**I’m Determined!**

The I’m Determined project focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. The website has great information and templates to use to help facilitate youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.

<https://www.imdetermined.org/resources/documents/>

**iTransition South Dakota**

An app/website for students with disabilities on an IEP, which was created by Disability Rights South Dakota. iTransition can assist with producing a draft transition plan based on answers provided to help develop a road map to adult life after high school.

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

**Job Accommodation Network (JAN)**

JAN provides free consulting services for all individuals, regardless of employment status. Services include one-on-one consultation about all aspects of job accommodations, including the accommodation process, accommodation ideas, product vendors, referral to other resources, and ADA compliance assistance.

<https://askjan.org/info-by-role.cfm#for-individuals>

**Zarrow Center –Transition Education Resources**

The Zarrow Center at the University of Oklahoma facilitates student-directed educational, employment and adult living outcomes for individuals with disabilities, fosters innovative self-determination-oriented instruction and transition education practices, and prepares educational leaders.

**Self-Advocacy Curriculum**

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

* Me!! Self-Advocacy Curriculum is a complete program to assist transition aged students in developing self-determination skills, through activities and lessons on self-advocacy and self-awareness.
* Transition Bell Ringers – are short journaling activities that can completed independently during the first few minutes of class once a week throughout the school year. The bell ringers focus on the areas of self-awareness, disability awareness, goal setting, and students gaining the knowledge to lead their IEPs
* Student Directed Transition Planning - 8 lessons teach students the knowledge needed to actively participate in their transition-focused IEP meetings
* Whose Future is it Anyway? - helps prepare students for their IEP meetings and gain self-determination skills through six sections that contain 36 lesson sessions.

**Self Determination Assessment Tools**

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

* ARC Self-Determination Scale yields a total self-determination and four sub-domain scores in autonomy, self-regulation, psychological empowerment & self-realization.
* The ChoiceMaker Self-Determination Assessment- is a curriculum-referenced tool that measures students' self-determination skills and progress in the ChoiceMaker Self-Determination Curriculum.
* The AIR Self-Determination Scale produces a profile of the student's level of self-determination, identifies areas of strength and areas needing improvement and identifies specific educational goals that can be incorporated into the student's IEP.
* Personal Preference Indicator - collect information about an individual’s preferences and support needs from the individual and those people who know him or her best, in order to improve service delivery and guide the planning process. Designed to be used with students with significant and multiple disabilities.

**SECTION 8 – LIFE SKILLS**

**Make Money Choices**

Forming a budget is one of the most important parts of financial success. As you first enter the workforce, or even if you switch jobs, knowing how much money you will have available to spend on different aspects of your life will help you avoid debt & possibly even save some money for a rainy day.

<https://www.cacareerzone.org/budget/>

**QuickBook of Transition Assessments**

This guide will provide technical assistance to schools and/or agencies that provide special education and related services to youth with disabilities. It is helpful to think in terms of what your student's peers are doing at this age, how they are dreaming and planning for their lives after high school, and then attempt to help students with disabilities seek out activities to help them look at their dreams and goals as well. Just like students without disabilities, students with disabilities, now have many options to explore and many adult service providers to choose who they may receive services from.

[www.tslp.org](http://www.tslp.org)

**HealthSmart**

HealthSmart is ETR's comprehensive K–12 health education program. It gives children and youth the knowledge and skills to make healthy choices and establish life-long healthy behaviors.

<https://www.etr.org/healthsmart/>

**Determining the Need for Independent Living Postsecondary Goal(s)**

This form is designed to help the IEP team decide if a student needs a postsecondary goal in the area of

independent living. Independent living includes the skills and knowledge an individual needs to direct his or her life at home and in the community.

<https://docs.google.com/viewer?url=http://www.rpesd.org/Downloads/Independent_Living_Assessment_Form.docx>

**TSLP – Independent Living Resources**

As teens approach adulthood, living independently becomes a significant goal. Independent living skills or tasks are those related to daily living, and may include housing, personal care, transportation, and social and/or recreational opportunities.

<https://tslp.org/independent-living/>

**Healthcare Transition**

Transitioning from childhood to adulthood is exciting and challenging—both as a young person and as a parent of a young person. Preparing for health care transition often receives less attention than preparing for other transitions in school, work, relationships, and independent living.

<https://gottransition.org/youthfamilies/index.cfm>

**SECTION 9 – SPECIFIC AREAS OF NEED**

**Developmental Disabilities**

**Build Your Plan**

Build Your Plan is a tool that enables you and your family to create an account within the Center and get started making a future plan. It’s important that you plan ahead to help guide a person with an intellectual or developmental disability (I/DD) to lead a good life as independently as possible.

<https://futureplanning.thearc.org/landing>

**Milestones Autism Tool Kits**

Tool Kits are a great way to assist with the personal planning and navigation of common challenges and have been developed in response to some most frequently asked questions for those with Autism. Each Tool Kit is a great way to pinpoint more detailed answers and additional suggested resources on different topic areas.

<https://www.milestones.org/resources/tool-kits>

**Let’s Get to Work – Transition Planning Tool**

This planning tool was created to help students and their support teams come together to talk and

think about employment goals. It can serve as a guide to teams and will work best when the information compiled is a true reflection of the student’s experiences, thoughts, and opinions. Teamwork throughout this process by a group of people who know the student well is important. This tool is not intended to be a form for one-time completion, rather it is designed to be an ongoing guide for teams to use as students move through transition, build life skills, and engage in educational and work experiences in preparation for adulthood.

<http://www.letsgettoworkwi.org/wp-content/uploads/2015/07/LGTW-Transition-Planning-Tool-June-2015.pdf>

**Autism Speaks – Transition to Adulthood**

The website provided a transition tool kit, community-based skills assess, and access to an advocacy tool kit to learn self-advocacy skills. As well as a variety of other helpful resources and tools.

<https://www.autismspeaks.org/information-topic#transition>

**Visual Impairment**

**SD Rehabilitation Center for the Blind**

If you have a visual impairment, the South Dakota Rehabilitation Center for the Blind (SDRC) may be able to help. Staff members are trained to teach skills that help people lead a full productive life--regardless of how much one does or does not see. Upon completion of training, individuals usually return to their community and use these new skills in their home, school or job.

<https://dhs.sd.gov/servicetotheblind/sdrc.aspx>

**Career Assistance for the Blind and Vision Impaired**

For someone who is blind or visually impaired finding employment can be demoralizing and disheartening. But it doesn’t have to be that way. This guide offers job seekers with vision impairments a one-stop shop for information and other resources to help them jumpstart their careers.

<https://www.hloom.com/blog/career-assistance-blind-vision-impaired/>

**Perkins: Vocational Assessments**

At Perkins School for the Blind, Vocational Assessments are conducted in the Deafblind Program, Secondary and Community Programs (Outreach and Transition to Life Cooperative). Each program includes a team of professionals who conduct relevant vocational assessments that guide the work experience program of students and contribute to the transition planning and portfolio as students graduate and move to the next environment.

<https://www.perkinselearning.org/transition/what-transition/assessments>

**Teaching Students with Visual Impairments**

Career education for students with visual impairments needs to begin as early as possible and include self-awareness and career exploration activities, job seeking skills instruction, information about job keeping, and encourage opportunities for gaining work experience. Teaching skills in the area of career education can provide students with visual impairments of all ages with the opportunity to learn first-hand the work done by members of the home and community.

<https://www.teachingvisuallyimpaired.com/career--vocational.html>

**Deaf & Hard of Hearing**

**Minnesota Transition Guide for the Deaf & Hard of Hearing**

The transition guide was created to give guidance in the area of transition for Deaf or Hard of Hearing students to assist with learning more about the unique aspects of the student’s hearing loss that may require additional specialized services and resources.

<https://www.cehd.umn.edu/DHH-Resources/Transition-Guide/default.html>

**Getting a Job! Module**

The Getting a Job! online training was developed and designed for students who are deaf or hard of hearing and the professionals who work with them. Focusing on the transition from school to work, the training offers a series of activities, supporting documents and topical videos designed to help the job seeker prepare for the world of work. All the videos in the modules are presented in ASL and are also voiced in English and captioned.

<https://dcmp.org/learn/466-getting-a-job-module>

**CSD Learns**

This site, developed by the Communication Services for the Deaf, offers a variety of courses related to employment available in ASL and English. They have courses about job interviews, resumes, job search and much more. All the courses are available for free.

<https://learns.csd.org/learn>

**Map It: What Comes Next**

Video vignettes signed in ASL with spoken English and written transcription, self-assessments, and a series of interactive questions guide students as they identify their goals and develop strategies to achieve them. All interactive materials are saved and compiled in an electronic portfolio.

<https://dcmp.org/learn/465-map-it-what-comes-next-module>

**SD School for the Deaf: Transition Tab**

A variety of resources are available that share information about employment, post-secondary, independent living resources, and more specific to students who are deaf or hard of hearing.

[https://sddeaf.org](https://sddeaf.org/)

**SECTION 10 – INTERACTIVE RESOURCES FOR STUDENTS**

**Driving4Life Success** <http://drivingtz101.blogspot.com>

**Reality Check** <http://realitycheck.intocareers.org/RealityCheck_SD>

**The Riot! Where Self-advocates Have Something to Say** – [www.theriotrocks.org](http://www.theriotrocks.org/)

**Childhood Meets Adulthood at This Interactive Site** [www.youthhood.org](http://www.youthhood.org/)

**Pictorial Interest Inventory**- Structured around eight different career fields, completed on-line, excellent for students with significant and multiple disabilities, intended for non-verbal students.

<https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf>

**The Path to Independence: Mobile Apps to Support Transition-Age Youth**

This booklet lists free and low-cost mobile apps that are available to support transition-age youth with disabilities as they embark on their journey towards post-secondary education, job training, employment, and independent living.

<https://www.pacer.org/transition/resource-library/publications/NPC-62.pdf>