



# Correlation of Career Cruising, Transition Skills, and NASET Standards & Quality Indicators



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## INTRODUCTION

The **Individuals with Disabilities Education Act (IDEA)** defines **transition services** as a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401 (34)] (U.S. Department of Education, 2007)

Requirements for transition services must be documented in the the Individual Education Plan (IEP) and must include "appropriate measurable postsecondary goals based upon **age-appropriate transition assessments** related to training, education, employment and, where appropriate, independent living skills." [34 CFR 300.320 (b) and (c)] [20 U.S.C. 1414 (d) (1) (A) (i) (VIII)] (U.S. Department of Education, 2007). Appropriate transition planning for youth with disabilities must therefore encompass a continuum of transition services based on appropriate transition assessment.

It's also important to note that the above definition reflects the need for students to have a more active role in the transition planning process, as it emphasizes the importance of considering a student's strengths, preferences, and interests. Consequently, it's critical for students in the transition years to develop self-determination and/or youth leadership skills. To guide school districts and service providers in the provision of transition services, the **National Alliance for Secondary Education and Transition (NASET)** (2005) identified national standards and quality indicators for effective secondary education and transition practices, and provided supporting evidence and research for each indicator. **Career Cruising** can assist in addressing several of these quality indicators related to assessment, schooling, career preparation



activities, and youth leadership.

As noted, transition assessment lays the foundation for transition planning. Sitlington, Neubert, Begun, Lombard, and Leconte define transition assessment as:

*"...an ongoing process of collecting information on the student's strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning, and working environments. This process should begin in the middle school and continue until the student graduates or exits high school."* (Sitlington, Neubert, & Clark, 2010, p. 74.)

A student's **transition assessment** assists in identifying goals that address their specific needs. A plan for achieving these goals is then designed to encourage the student to develop the skills required to successfully participate in post-school environments.

**Career Cruising** can be used as part of the **transition assessment process** to assess a student's interests, skills, abilities, and preferences related to employment and schooling. Students can also access Career Cruising's tools on a regular basis to set goals, identify necessary skills for certain careers, receive ongoing feedback, and explore workplace and school environments. The **My Plan** electronic portfolio lets students take an active role in their future planning.

## How to Read this Correlation Document

The post-school activities noted in the IDEA definition of transition services, and the related NASET national standards and quality indicators, were used to create this correlation document and help transition service providers use **Career Cruising** to address some of the standards, quality indicators, and associated transition activities or skills important for students' successful participation in post-secondary education and employment settings.

The document is organized into domains that correspond to post-school activities, with the exception of self-determination, which is not usually identified as a separate transition domain or post-school activity; this is because **self-determination** skills are embedded in all transition and adult domains. Self-determination is separated in the chart solely for instructional purposes since it's critical to a student's future success.

Transition service providers can employ this correlation document to identify Career Cruising features and activities to use for assessment, exploration, skill enhancement or transition planning:

- The first column identifies **transition-related activities or skills** that students with disabilities may need to successfully engage in in a particular domain or future setting.
- The second column cites the supporting **NASET national standard and quality indicator** for the transition-related activity or skill listed in the first column.
- The third column identifies the **section of Career Cruising** that can be used to address the transition-related activity or skill and what to do in each section.
- The last column refers to **Career Cruising supplementary activity guides and worksheets** associated with a particular feature covered in the third column.
- Finally, **additional suggestions** for a particular transition-related activity are listed in bullet points at the end of each **Transition-Related Skill or Activity** section.



## Accommodations

Some individuals with disabilities may require **accommodations** to access the program. **Career Cruising** is fully compliant with Section 508 of the **Americans with Disabilities Act** and, as a result, is an accessible website compatible with screen readers. Other accommodations could include assistance with reading or additional explanations of instructions and activities. Most components of Career Cruising are not timed; the exception is the **Ability Profiler** assessment, which is a norm-referenced assessment. As such, it has a set of examinee criteria and allowable accommodations that should be read and considered. Please see page 16 of the document for specific information related to examinee eligibility and accommodations for the **Ability Profiler**.

IDEA mandates the provision of transition services to address the needs of youth with disabilities moving from school to post-school environments. **Career Cruising** can be an effective tool in providing quality transition services to youth with disabilities and encouraging positive student outcomes through the guidelines of **NASET Standards and Quality Indicators**.

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## References

- Alabama State Department of Education. (2009). *Transition Services II Draft. Paper presented at the Transition Conference XIX, Auburn, AL.*
- National Alliance for Secondary Education and Transition. (2005). *Transition toolkit.* Retrieved March 26, 2010, from <http://www.nasetalliance.org/about/standards.htm#1>.
- Sitlington, P.L., Neubert, D.A., & Clark, G.M. (2010). *Transition education and services for students with disabilities, (p.74).* Upper Saddle River, NJ: Pearson Education, Inc.
- U.S. Department of Education, Office of Special Education Programs. (2007). *Building the legacy: IDEA 2004, secondary transition.* Retrieved March 26, 2010, from <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C1%2C>.
- Wehmeyer, M.L., & Schlock, R. L. (2001) *Self-determination and quality of life: Implications for special education services and supports.* *Focus on Exceptional Children*, 33 (8), 1-16.

## Transition Domain: Employment

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
<p><b>A.</b> Identify career interests and work skills.</p>	<p><b>Career Preparatory</b></p> <p><b>2.1.1</b> Schools and community partners offer courses, programs, and activities that broaden and deepen youths’ knowledge of careers and allow for more informed postsecondary education and career choices.</p> <p><b>2.2.2</b> With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities.</p> <p><b>2.4.2</b> Youth complete career assessments to identify school and postschool preferences, interests, skills, and abilities.</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Complete <b>Matchmaker</b> interest assessment</li> <li>• Review <b>Suitable for You?</b> feedback from <b>Matchmaker</b></li> <li>• Explore <b>Suitable for You?</b> feedback from <b>Matchmaker</b> for careers that did not appear on the suggestion list</li> <li>• Complete <b>My Skills</b> assessment</li> <li>• Save <b>Matchmaker</b> results to <b>My Plan</b></li> <li>• Save <b>My Skills</b> results to <b>My Plan</b></li> <li>• Complete <b>Ability Profiler</b>, if appropriate* (<i>*see page 16</i>)</li> </ul> <p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>• Create a <b>My Plan</b> account</li> <li>• Save <b>Careers of Interest</b> and record thoughts about each in <b>My Plan</b></li> <li>• Record <b>Skills &amp; Abilities</b> in <b>My Plan</b></li> </ul>	<p>→ <b>Activity 3:</b> Using Career Matchmaker</p> <p>→ <b>Activity 4:</b> Your Career Ideas &amp; Career Matchmaker</p> <p>→ <b>Activity 11:</b> Using My Skills</p> <p>→ <b>My Plan Activity 2:</b> Career Matchmaker</p> <p>→ <b>My Plan Activity 1:</b> Creating Your Account</p> <p>→ <b>My Plan Activity 3:</b> Careers That Interest Me</p>
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Consider using <b>Matchmaker</b> as part of the transition assessment process. Prompt students to consider <b>Matchmaker</b> activities in relation to a job setting rather than a recreational setting.</li> <li>• Engage students in discussion regarding skills and abilities before they complete <b>My Skills</b>. You may need to provide examples regarding skills to help students reflect honestly on their abilities. Students also need to understand the concept of relative strengths as they relate to the level of skills required for a career; talk about how different careers require different levels of abilities. This concept can be explored further with the <b>Ability Profiler</b> results (<i>see page 16</i>) and <b>Matchmaker</b> suggestions.</li> </ul>			
<p><b>B.</b> Compare careers of interest, including duties, working conditions, education and training requirements, earnings and employment outlook.</p>	<p><b>Career Preparatory</b></p> <p><b>2.1.1</b> Schools and community partners offer courses, programs, and activities that broaden and deepen youths’ knowledge of careers and allow for more informed postsecondary education and career choices.</p> <p><b>2.2.3</b> Career preparatory courses, programs, and activities align with labor market trends and up-to-date job requirements.</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Complete <b>Matchmaker</b> interest assessment or retrieve results</li> <li>• Save <b>Matchmaker</b> results to <b>My Plan</b></li> <li>• Compare career profiles from the <b>Suggested Careers</b> list in <b>Matchmaker</b></li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Use <b>Search by School Subject</b> search tool</li> <li>• Use <b>Career Selector</b> to find careers based on a variety of criteria</li> <li>• Compare career profiles by clicking on job titles</li> <li>• Use the <b>Career Clusters</b> search tool</li> <li>• Explore career profiles: <b>Job Description, Working Conditions, Earnings, Education, and Sample Career Path</b> sections</li> <li>• Explore the <b>Other Resources</b> section within career profiles</li> <li>• Examine <b>Wage and Outlook</b> information in the Earnings section of career profiles</li> <li>• Go to the <b>Interviews</b> section of a career profile and click on a name. Review <b>Questions &amp; Answers, Likes &amp; Dislikes, Advice, A Day in the Life, and Breakdown of Activities</b> sections</li> <li>• Save <b>Careers of Interest</b> to <b>My Plan</b></li> </ul>	<p>→ <b>Activity 3:</b> Using Career Matchmaker</p> <p>→ <b>Activity 4:</b> Your Career Ideas &amp; Career Matchmaker</p> <p>→ <b>My Plan Activity 2:</b> Career Matchmaker</p> <p>→ <b>Activity 1:</b> School Subjects and Careers</p> <p>→ <b>Activity 2:</b> Using School Subjects in the Workplace</p> <p>→ <b>Activity 5:</b> Using Career Selector</p> <p>→ <b>Activity 6:</b> Comparing Careers</p> <p>→ <b>Activity 8:</b> Career Fair Project</p> <p>→ <b>Activity 9:</b> Career Interview Project</p> <p>→ <b>My Plan Activity 3:</b> Careers That Interest Me</p>

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
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**Additional Suggestions:**

- Encourage students to carefully review the requirements of educational and work environments related to specific careers to help them understand the reality of the work. Help students explore and compare many different careers to make informed choices.

<p><b>C.</b> Relate requirements and demands of preferred career interests to personal abilities and potential needs for accommodations.</p>	<p><b>Career Preparatory</b></p> <p><b>2.1.1</b> Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices.</p> <p><b>2.2.2</b> With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities.</p> <p><b>Youth Development and Youth Leadership</b></p> <p><b>3.2.4</b> Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Complete <b>Matchmaker</b> interest assessment or retrieve results</li> <li>Complete <b>My Skills</b> or retrieve results</li> <li>Complete <b>Ability Profiler</b> (if appropriate) or retrieve results* (<i>see page 16</i>)</li> <li>Explore <b>Suitable for You?</b> feedback from <b>Career Matchmaker</b> related to interests and skills</li> <li>Complete <b>Learning Styles Inventory</b></li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Use the <b>Career Selector</b> tool to sort careers based on a variety of criteria</li> <li>Explore career profiles: <b>Job Description, Working Conditions, Earnings, Education, and Sample Career Path</b> sections</li> <li>Explore the <b>Education</b> (Suggested School Subjects) section in a career profile</li> <li>Explore the <b>Related Careers</b> section in a career profile</li> <li>Go to the <b>Interviews</b> section of a career profile and click on a name. Review <b>Questions &amp; Answers, Likes &amp; Dislikes, Advice, A Day in the Life, and Breakdown of Activities</b> sections</li> </ul> <p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>Save <b>Careers of Interest</b> and record thoughts about each in <b>My Plan</b></li> <li>Record <b>Skills &amp; Abilities</b> in <b>My Plan</b></li> </ul>	<p>→ <b>Activity 3:</b> Using Career Matchmaker</p> <p>→ <b>Activity 4:</b> Your Career Ideas &amp; Career Matchmaker</p> <p>→ <b>Activity 11:</b> Using My Skills</p> <p>→ <b>Activity 14:</b> Learning Styles</p> <p>→ <b>Activity 5:</b> Using Career Selector</p> <p>→ <b>Activity 9:</b> Career Interview Project</p> <p>→ <b>My Plan Activity 3:</b> Careers that Interest Me</p> <p>→ <b>My Plan Activity 8:</b> Activities &amp; Experiences</p>
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**Additional Suggestions:**

- Ask students to carefully review the **Suitable for You?** feedback, **Job Description, Working Conditions, Education, and Breakdown of Activities** sections in the career profiles of their **Matchmaker Suggested Careers**.
- Discuss educational and work requirements of a student's preferred career as they relate to the student's skills. Students should consider if they could meet requirements given reasonable accommodations.
- My Skills** is a helpful self-evaluation tool. Ask students to carefully review the results for **Core Skills** and **Desirable Skills** once they've completed **My Skills**.
- Determine if the **Ability Profiler** is appropriate for a student (*see page 16*). If so, have the student complete the **Ability Profiler** and explore their **Integrated Matchmaker Suggestions**. Encourage students to carefully review the **Ability Profiler Report** to see how their abilities compare to those of individuals employed in that career, and encourage self-evaluation of abilities that need improvement.
- Suggest that students focus on core tasks, working conditions, and education requirements when completing **Career Selector**.
- Direct students to the **Related Careers** section of a career profile if they don't think they could fulfill the requirements of a preferred career given reasonable accommodations.
- Emphasize that different careers require different levels of abilities.
- Encourage students to identify alternative careers from the **Related Careers** list that may be more in line with their interests and abilities.
- Recommend students compare similarities in **Matchmaker** and **Career Selector** results and carefully review careers appearing on both lists.
- Engage students in a discussion related to their **Learning Styles Inventory** results. Ask them to identify how this information could be helpful during the training phase of a new job.

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
<p><b>D.</b> Formulate a realistic career plan based on interests, abilities, goals, and potential needs for accommodations.</p>	<p><b>Schooling</b></p> <p><b>1.1.4</b> Each youth develops and begins to implement an individual life plan based on his or her interests, abilities, and goals.</p> <p><b>Career Preparatory</b></p> <p><b>2.2.2</b> With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities.</p> <p><b>Career Preparatory</b></p> <p><b>2.2.2</b> With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities.</p> <p><b>Youth Development and Youth Leadership</b></p> <p><b>3.2.3</b> Youth demonstrate the ability to set goals and develop a plan.</p> <p><b>3.2.4</b> Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.</p> <p><b>3.4.1</b> Youth practice self-management and responsible decision-making that reflects healthy choices.</p>	<p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>• Create a <b>My Plan</b> account</li> <li>• Save <b>Matchmaker</b> results to <b>My Plan</b></li> <li>• Save <b>My Skills</b> results to <b>My Plan</b></li> <li>• Complete <b>Ability Profiler</b>, if appropriate* (see page 16*)</li> <li>• Save <b>Learning Styles Inventory</b> results to <b>My Plan</b></li> <li>• Save <b>Career Selector</b> results to <b>My Plan</b></li> <li>• Save <b>Careers of Interest</b> and record thoughts about each career in <b>My Plan</b></li> <li>• Save <b>Career Clusters/Pathways of Interest</b> to <b>My Plan</b></li> <li>• Enter <b>Career &amp; Life Goals</b> and <b>Postsecondary Plan</b> in <b>My Plan</b></li> <li>• Complete <b>Career Planning Activities</b> section of <b>My Plan</b></li> <li>• Save <b>Schools of Interest</b> and record thoughts about each in <b>My Plan</b></li> <li>• Save <b>School Selector</b> results to <b>My Plan</b></li> <li>• Plan high school courses using the <b>Education Plan</b> section of <b>My Plan</b></li> <li>• Record <b>Skills &amp; Abilities</b> in <b>My Plan</b></li> <li>• Record <b>Extracurricular Activities, Hobbies &amp; Interests</b> in <b>My Plan</b></li> <li>• Record <b>Awards &amp; Certificates</b> in <b>My Plan</b></li> <li>• Complete <b>Work Experience</b> and <b>Volunteer Experience</b> sections of <b>My Plan</b></li> <li>• Review and revise <b>My Plan</b> over time</li> <li>• Record thoughts/reflections regarding interests, abilities, goals, and potential needs for accommodations in <b>My Journal</b></li> <li>• Review <b>Advisement Log</b> for comments/information from counselors/teachers</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Review <b>Work Search: You &amp; the Job Market</b> section in the <b>Employment Guide</b> for important factors to consider in selecting a potential career</li> </ul>	<ul style="list-style-type: none"> <li>→ <b>My Plan Activity 1:</b> Creating Your Account</li> <li>→ <b>My Plan Activity 2:</b> Career Matchmaker</li> <li>→ <b>Activity 11:</b> Using My Skills</li> <li>→ <b>Activity 14:</b> Learning Styles</li> <li>→ <b>Activity 5:</b> Using Career Selector</li> <li>→ <b>My Plan Activity 3:</b> Careers that Interest Me</li> <li>→ <b>My Plan Activity 7:</b> Career Preparation &amp; Planning</li> <li>→ <b>My Plan Activity 4:</b> Schools that Interest Me</li> <li>→ <b>Activity 12:</b> College Research Exercise</li> <li>→ <b>Activity 13:</b> Finding the Right College</li> <li>→ <b>My Plan Activity 6:</b> High School Education Plan</li> <li>→ <b>My Plan Activity 8:</b> Activities &amp; Experiences</li> </ul>

**Additional Suggestions:**

- Emphasize that the **My Plan** tool allows students to be active participants in their transition planning because they'll have easy online access to their career and education plan.
- Encourage students to carefully review the requirements of workplace and educational settings as they develop their **Career & Life Goals** and **Postsecondary Plans**.
- Ask students to consider the demands and requirements of these future environments as they develop a high school education plan or transition plan.
- The **Ability Profiler**, if appropriate (see page 16), will help students understand the ability levels required for various occupations. Prompt students to carefully review careers on their **Integrated Matchmaker List** to determine abilities they possess for that career and ones needing improvement. Suggest that students evaluate if they could improve those abilities through high school coursework or further training after high school. If the possibility of improving skills is limited, students should evaluate if they could perform the essential tasks of the career or occupation given reasonable accommodations and/or consider related careers.
- Include information from **My Skills** and the **Learning Styles Inventory** in a discussion of "reasonable accommodations." Use features of the **Career Advisor Management Systems (CAMS)** to ask questions of students regarding reasonable accommodations in future work and educational settings.
- Use the internal messaging system or **Advisement Log** entries to share or remind students of questions you've discussed. The **Portfolio Homepage Files** feature in **CAMS** could also be used to share a type of help document for students to review and consider as they develop their career plan.
- Provide training on legal rights and responsibilities under the Americans with Disabilities Act (ADA).

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
<p>E. Demonstrate skills needed for seeking and maintaining employment.</p>	<p><b>Career Preparatory</b></p> <p><b>2.4.1</b> Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.</p> <p><b>2.4.4</b> Youth demonstrate that they understand how personal skills and characteristics (e.g., positive attitude, self-discipline, honesty, time management, etc.) affect their employability.</p> <p><b>2.4.5</b> Youth demonstrate appropriate job-seeking behaviors.</p>	<p><b>Employment</b></p> <ul style="list-style-type: none"> <li>Review <b>Work Search: You and the Job Market</b> section in the <b>Employment Guide</b> to determine preferences in potential work opportunities</li> <li>Review <b>Work Search: Developing a Plan, Creating a Calling Card, Self Introduction, Researching Employers, and Tracking Your Progress</b> sections in the <b>Employment Guide</b> to identify strategies in creating and managing a job search plan</li> <li>Review <b>Work Search: Uncovering Opportunities, Networking, Hiring Managers, Job Fairs, Job Search Services, and Advertised Positions</b> sections in the <b>Employment Guide</b> for strategies in finding job openings</li> <li>Review <b>Resume: What is a Resume?</b> section in the <b>Employment Guide</b> to identify the purpose of a resume</li> <li>Examine <b>Resume: Content &amp; Presentation, Major Sections, Effective Bullet Points, and Proofreading</b> sections in the <b>Employment Guide</b> for resume suggestions</li> <li>Explore <b>Resume: Types of Resumes, Electronic Resumes, and Sample Resumes</b> sections in the <b>Employment Guide</b> to identify resume styles and formats</li> <li>Examine <b>Letter Writing: Effective Letter Writing, Cover &amp; Broadcast Letters, Thank You Letters, and Follow-up Letters</b> sections in the <b>Employment Guide</b> for strategies on how to write letters as part of the job search process</li> <li>Review <b>Interview Skills: Purpose, First Impressions, and Interview Preparation</b> sections in the <b>Employment Guide</b> for interview preparation tips</li> <li>Examine <b>Interview Skills: Interview Questions</b> section in the <b>Employment Guide</b> to prepare for potential interview questions</li> <li>Review <b>Interview Skills: Tricky Situations and Your Rights</b> sections in the <b>Employment Guide</b> for suggestions on handling awkward interview situations</li> <li>Review <b>Interview Skills: Communication Skills, Questions You Can Ask, and Ending the Interview</b> sections in the <b>Employment Guide</b> for strategies in communicating and obtaining information in an interview</li> <li>Use the <b>Interview Skills: Interview Evaluation</b> in the <b>Employment Guide</b> to self-assess performance after an interview</li> <li>Explore <b>Interview Skills: Types of Interviews and Interview Approaches</b> sections in the <b>Employment Guide</b> to identify interview formats</li> </ul>	

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E. (Cont.)		<ul style="list-style-type: none"> <li>Review <b>Interview Skills: Job Offers</b> section in the <b>Employment Guide</b> for suggestions in considering offers of employment</li> <li>Review the <b>On the Job: Before You Arrive</b> section in the <b>Employment Guide</b> to prepare for starting a new job</li> <li>Examine <b>On the Job: Starting Your Job, Early Days, and Longer Term Success</b> sections in the <b>Employment Guide</b> for job maintenance suggestions</li> <li>Use the <b>Job Search Tool</b> to identify potential job openings related to careers of interest (this tool may need to be activated in <b>CAMS</b> - Career Advisement Management System).</li> </ul> <p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>Upload related electronic files (e.g., presentations, work samples, reference letters, etc.) to <b>My Plan</b></li> <li>Bookmark sites of interest (e.g., job application tips, job interview tips, etc.) using the <b>My Links</b> section of <b>My Plan</b></li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Create a resume using the <b>Resume Builder</b></li> <li>Explore the <b>Other Resources</b> section under career profiles, including links to BLS (Bureau of Labor Statistics) profiles, professional associations, and more</li> <li>Go to the <b>Interviews</b> section of a career profile to learn about workplace culture; review <b>Questions &amp; Answers</b> and <b>Advice</b> sections for suggestions on pursuing a career of interest</li> </ul>	<p>→ <b>My Plan Activity 9:</b> Using the Resume Builder</p> <p>→ <b>Activity 9:</b> Career Interview Project</p>

**Additional Suggestions:**

- Advise students to review the resume templates and sample resumes in the **Work Search: Resumes** section of the **Employment Guide** to give them ideas on formatting a resume.
- Suggest that students reference the “Action Verb” list and “Sample Experience Headings” when developing resumes (available in the **Resumes: Effective Bullet Points** and **Types of Resumes** sections of the **Employment Guide**).
- Encourage students to use the **Resume Builder** under **Employment**. Students could use their resume to help complete job applications or attach their resume to completed applications. The resume is a helpful way to gather information needed to correctly complete applications in the future.
- Provide opportunities for students to participate in mock interviews using their resumes. Mock interviews could be videotaped and viewed with the “Interview Evaluation Worksheet” to self-assess interview skills (available in the **Work Search: Interviews** section of the **Employment Guide**). This is also a good opportunity to provide training on describing one’s disability and the reasonable accommodations that may be needed in an employment setting.
- Include guidelines on when to disclose and when not to disclose one’s disability. The **Interview Skills: Your Rights** section in the **Employment Guide** may be a helpful resource for this area. A review of the Americans with Disabilities Act (ADA) as it relates to the application and interview process may also be helpful. Consider using the **Portfolio Homepage Files** and **Portfolio Homepage Links** features in **CAMS** to share additional resources on completing applications, job interview skills, etc.
- Encourage students to use the “Networking Contact Record” and the “Hiring Manager Contact Record” (available in the **Tracking Your Progress** section of the **Employment Guide**) to help organize their job search efforts.
- Consider using “Telephone Strategies” from the **Work Search: Hiring Managers** section in the **Employment Guide** in role-play situations to prepare students for contacting potential employers.
- If your site has the **Job Search** tool activated, it may be helpful to provide some instruction on using keywords to search for jobs. Call students’ attention to the “Keywords for My Saved Careers” link on the **Job Search** page to help link careers of interest to their job search.



Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
<p><b>F.</b> Apply career-related skills to work experiences (e.g., apprenticeships, mentoring, job shadowing, paid and unpaid work, community service, school-based work, etc.).</p>	<p><b>Schooling</b></p> <p><b>1.1.3</b> Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing.</p> <p><b>Career Preparatory</b></p> <p><b>2.3.1</b> Youth participate in high-quality work experiences that are offered to them prior to completing high school (e.g., apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.).</p> <p><b>2.3.2</b> Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities, and strengths.</p> <p><b>2.3.3</b> Youth participate in various on-the-job training experiences, including community service (paid or unpaid) specifically linked to school credit or program content.</p>	<p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>• Complete the <b>Career Planning Activities</b> section of <b>My Plan</b></li> <li>• Plan high school courses using the <b>Education Plan</b> section of <b>My Plan</b></li> <li>• Record <b>Extracurricular Activities</b> in <b>My Plan</b></li> <li>• Complete <b>Work Experience</b> and <b>Volunteer Experience</b> sections of <b>My Plan</b></li> <li>• Record thoughts/reflections in <b>My Journal</b> regarding work-based learning, service-learning, and career preparatory experiences</li> </ul>	<p>→ <b>My Plan Activity 7:</b> Career Preparation &amp; Planning</p> <p>→ <b>My Plan Activity 6:</b> High School Education Plan</p> <p>→ <b>My Plan Activity 8:</b> Activities &amp; Experiences</p>
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Encourage students to use <b>My Plan</b> to plan and record high school work experiences. Students with work experience in high school are more likely to be employed after completing high school. Encourage students to consider opportunities such as cooperative education and community service projects through student organizations when planning courses and extracurricular activities.</li> </ul>			
<p><b>G.</b> Analyze the changing nature of work, including workplace culture, employment trends, career advancement and training requirements.</p>	<p><b>Career Preparatory</b></p> <p><b>2.4.3</b> Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.</p>	<p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Review <b>Work Search: You and the Job Market</b> section in the <b>Employment Guide</b> to view considerations in employment trends and career advancement</li> <li>• Review <b>On the Job: Early Days</b> section in the <b>Employment Guide</b> for information about workplace culture</li> <li>• Examine <b>On the Job: Longer Term Success</b> and <b>When It Does Not Fit</b> sections in the <b>Employment Guide</b> for suggestions on career success and changing positions</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Explore career profiles: <b>Job Description, Working Conditions, Earnings, Education, and Sample Career Path</b> sections</li> <li>• Examine <b>Wage</b> and <b>Outlook</b> information in the <b>Earnings</b> section of career profiles</li> <li>• Explore the <b>Other Resources</b> section under career profiles, including links to BLS profiles, professional associations, and other related sites</li> <li>• Go to the <b>Interviews</b> section under career profiles for perspectives about the jobs and workplace culture</li> </ul>	<p>→ <b>Activity 8:</b> Career Fair Project</p> <p>→ <b>Activity 9:</b> Career Interview Project</p>

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
G. (Cont.)		<p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>Bookmark sites of interest (e.g., government websites, local labor market websites, other helpful websites, etc.) using the <b>My Links</b> section of <b>My Plan</b></li> </ul>	
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>Encourage students to review the <b>Occupational Outlook</b> information found in the <b>Earnings</b> section of career profiles when developing career goals.</li> <li>Ask students to explore career profiles and websites to identify the need for continued training after entering a career; students could also participate in job shadowing experiences to learn more about the training that may be required in a career.</li> </ul>			

## Transition Domain: Postsecondary Education/Further Training

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
<p><b>A.</b> Identify the postsecondary training/education requirements and related high school education curricula necessary to attain selected career goal.</p>	<p><b>Schooling</b></p> <p><b>1.1.2</b> SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their chosen postsecondary program of study.</p> <p><b>Career Preparatory</b></p> <p><b>2.1.1</b> Schools and community partners offer courses, programs, and activities that broaden and deepen youths’ knowledge of careers and allow for more informed postsecondary education and career choices.</p>	<p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>Plan high school courses using the <b>Education Plan</b> section of <b>My Plan</b></li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Explore the <b>Education</b> section of career profiles, including <b>Education &amp; Training, Related College Programs, Other Suggested Qualifications, and Sample High School Program of Study</b></li> </ul>	<p>→ <b>Activity 6:</b> High School Education Plan</p>
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>Encourage students to carefully review the postsecondary education credentials required for their career goal and the types of courses or subjects required to earn those credentials. High school courses should lay the foundation for future training.</li> </ul>			
<p><b>B.</b> Determine the postsecondary education/training setting(s) that best meets personal needs, including program of study related to selected career goal, admission requirements, personal abilities, and potential needs for accommodations.</p>	<p><b>Schooling</b></p> <p><b>1.1.2</b> SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their chosen postsecondary program of study.</p> <p><b>Career Preparatory</b></p> <p><b>2.1.1</b> Schools and community partners offer courses, programs, and activities that broaden and deepen youths’ knowledge of careers and allow for more informed postsecondary education and career choices.</p> <p><b>Youth Development and Youth Leadership</b></p> <p><b>3.2.4</b> Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.</p> <p><b>3.4.1</b> Youth practice self-management and responsible decision-making that reflects healthy choices.</p>	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Explore the <b>Education</b> section of career profiles: <b>Education &amp; Training, Related College Programs, Other Suggested Qualifications, and Suggested School Subjects</b></li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>Explore school profiles for admissions application requirements, enrollment numbers and statistics, estimated expenses, facilities &amp; services, student life, athletics, and majors offered</li> <li>Use <b>Search for Majors</b> to search based on program groups</li> <li>Use <b>School Selector</b> tools to find undergraduate, graduate, and career &amp; technical schools</li> <li>Save <b>School Selector</b> results to <b>My Plan</b></li> <li>Use <b>Compare Schools</b> to find schools that best meet specified criteria</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Complete the <b>Learning Styles Inventory</b></li> </ul> <p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>Save <b>Schools of Interest</b> and record thoughts about each in <b>My Plan</b> (e.g., ability to meet admission requirements, program of study, program of study requirements, support services for accommodations, etc.)</li> </ul>	<p>→ <b>My Plan Activity 4:</b> Schools That Interest Me</p> <p>→ <b>Activity 12:</b> College Research Exercises</p> <p>→ <b>Activity 13:</b> Finding the Right College</p> <p>→ <b>Activity 14:</b> Learning Styles</p> <p>→ <b>My Plan Activity 4:</b> Schools That Interest Me</p>

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
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**Additional Suggestions:**

- Engage students in discussion about the reasons for selecting a postsecondary education setting (e.g., offers training programs related to career goal, potential for meeting admission requirements, available services for individuals with disabilities, etc.).
- Encourage students to enter factors that are important to them in **School Selector** so they can identify schools that match their particular needs.
- Suggest that students contact Disability Support Specialists (or other personnel overseeing support services) at schools of interest to discuss available services and how to apply for them.
- Encourage students to visit postsecondary education settings to determine accessibility and transportation resources.
- Use the **Learning Styles Inventory** results to identify study strategies that will help students in postsecondary educational settings.
- Explore the Association on Higher Education and Disability website ([www.ahead.org](http://www.ahead.org)) for more information and resources.

<p><b>C.</b> Design a high school education plan that meets admission requirements of selected postsecondary education setting(s).</p>	<p><b>Schooling</b></p> <p><b>1.1.1</b> Youth are aware of and have access to the full range of secondary education curricula and programs, including those designed to help them achieve state and/or district academic and related standards and meet admission requirements for postsecondary education.</p> <p><b>1.1.2</b> SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their chosen postsecondary program of study.</p> <p><b>1.1.4</b> Each youth develops and begins to implement an individual life plan based on his or her interests, abilities, and goals.</p> <p><b>Career Preparatory</b></p> <p><b>2.2.4</b> Career preparatory courses, programs, and activities provide the basic skills needed for success in a career field and the prerequisites for further training and professional growth.</p> <p><b>Youth Development and Youth Leadership</b></p> <p><b>3.2.3</b> Youth demonstrate the ability to set goals and develop a plan.</p>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Explore school profiles for admissions application requirements, enrollment numbers and statistics, estimated expenses, facilities &amp; services, student life, athletics, and majors offered</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Explore the <b>Education</b> section of career profiles: <b>Education &amp; Training, Related College Programs, Other Suggested Qualifications, and Suggested School Subjects</b></li> </ul> <p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>• Plan high school courses using the <b>Education Plan</b> section of <b>My Plan</b></li> <li>• Complete the <b>Postsecondary Plan</b> section of <b>My Plan</b> (under <b>My Goals &amp; Plans</b>)</li> <li>• Complete the <b>Career Planning Activities</b> section of <b>My Plan</b></li> <li>• Complete the <b>Career and Life Goals</b> section of <b>My Plan</b></li> </ul>	<p>→ <b>My Plan Activity 6:</b> High School Education Plan</p> <p>→ <b>My Plan Activity 7:</b> Career Preparation &amp; Planning</p>
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**Additional Suggestions:**

- Emphasize that students with disabilities will have to meet the same admission requirements of postsecondary education settings as other students. Engage students in discussion regarding the differences between high school and postsecondary education settings. Stress that students with disabilities' legal rights and responsibilities will be governed by the Rehabilitation Act of 1973, Sections 504 and the Americans with Disabilities Act in postsecondary education settings, not the Individuals with Disabilities Education Act (IDEA). This would be a good time to acquaint students with the differences in these laws.

<p><b>D.</b> Design a plan to address the costs of the postsecondary education needed to attain career goal.</p>	<p><b>Career Preparatory</b></p> <p><b>2.1.4</b> Youth and families understand the relationship between postsecondary education and career choices, and the role of financial and benefits planning.</p>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Explore school profiles for estimated expenses</li> <li>• Use <b>School Selector</b> to search for schools based on tuition</li> <li>• Use the <b>Compare Schools</b> tool to compare schools' estimated expenses</li> <li>• Use the <b>Financial Aid Selector</b> to find scholarship opportunities</li> <li>• Browse through scholarship profiles using the <b>Financial Aid Search</b></li> </ul>	<p>→ <b>Activity 13:</b> Finding the Right College</p> <p>→ <b>My Plan Activity 5:</b> Scholarships &amp; Financial Aid</p>
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Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
D. (Cont.)		<p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>• Complete <b>Financial Plans</b> in the <b>Post-Secondary Plan</b> section of <b>My Plan</b></li> </ul>	<p>→ <b>My Plan Activity 7: Career Preparation</b></p>
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Discuss the impact education can have on a student’s future earnings. It’s particularly important to discuss with students with disabilities since many do not pursue postsecondary training, and this lack of training often contributes to underemployment among individuals with disabilities. Talk about the benefits of postsecondary education and weighing those benefits against the cost and effort to make an informed decision. Also emphasize the importance of laying a good educational foundation in high school.</li> <li>• Encourage students to carefully review the criteria in the <b>Financial Aid Selector</b> and prompt them to identify their challenges or disabilities in the “Personal Information” Section, as it may help identify financial aid programs they’re eligible for.</li> <li>• Suggest that students meet with the local vocational rehabilitation counselor. Rehabilitation Services can sometimes assist with the cost of postsecondary education; certain qualifications have to be met for this and may depend on availability of funds from that agency.</li> </ul>			

## Transition Domain: Self-Determination (Self-determination skills are embedded or used in all transition and adult domains.)

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
<p><b>A.</b> Practice choice-making skills in identifying preferences related to various adult domains (e.g., employment, postsecondary education/training, community participation, independent living).</p>	<p><b>Career Preparatory</b></p> <p><b>2.1.1</b> Schools and community partners offer courses, programs, and activities that broaden and deepen youths’ knowledge of careers and allow for more informed postsecondary education and career choices.</p> <p><b>Youth Development and Youth Leadership</b></p> <p><b>3.1.1</b> Youth are able to explore various roles and identities, promoting self-determination.</p> <p><b>3.2.4</b> Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Complete the <b>Matchmaker</b> interest assessment</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Use the <b>Career Selector</b> search tool to find careers based on a variety of criteria</li> <li>• Explore career profiles</li> <li>• Save <b>Careers of Interest to My Plan</b></li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Use the <b>School Selector</b> search tools to find undergraduate, graduate, and career &amp; technical schools</li> <li>• Save <b>Schools of Interest to My Plan</b></li> </ul>	<p>→ <b>Activity 3:</b> Using Career Matchmaker</p> <p>→ <b>Activity 4:</b> Using Career Selector</p> <p>→ <b>Activity 13:</b> Finding the Right College</p>
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Engage students in discussion regarding choice-making. Although individuals need to state preferences, their choices may later be constrained by skills, abilities, and resources.</li> </ul>			
<p><b>B.</b> Analyze personal strengths and limitations as they relate to stated preferences in various adult domains.</p>	<p><b>Youth Development and Youth Leadership</b></p> <p><b>3.1.1</b> Youth are able to explore various roles and identities, promoting self-determination.</p> <p><b>3.2.4</b> Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Complete <b>Matchmaker</b> assessment or retrieve results</li> <li>• Complete <b>My Skills</b></li> <li>• Complete <b>Ability Profiler</b>, if appropriate* (*see page 16)</li> <li>• Explore <b>Suitable for You?</b> feedback from <b>Matchmaker</b> related to interests and skills</li> <li>• Explore <b>Suitable for You?</b> feedback from <b>Matchmaker</b> for careers that did not appear on the suggestions list</li> <li>• Complete the <b>Learning Styles Inventory</b></li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Use the <b>School Selector</b> search tool to find undergraduate, graduate, and career &amp; technical schools</li> <li>• Explore school profiles for admissions, application requirements, enrollment numbers and statistics, estimated expenses, facilities &amp; services, student life, athletics, and majors offered</li> <li>• Use <b>Compare Schools</b> to find schools that best meet specified criteria</li> </ul> <p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>• Save <b>Careers of Interest</b> and record thoughts about each career in <b>My Plan</b></li> <li>• Save <b>Schools of Interest</b> and record thoughts about each school in <b>My Plan</b></li> <li>• Record thoughts and/or reflections in <b>My Journal</b> regarding strengths, limitations, and potential accommodations related to employment and postsecondary education settings</li> </ul>	<p>→ <b>Activity 4:</b> Your Career Ideas &amp; Career Matchmaker</p> <p>→ <b>Activity 11:</b> Using My Skills</p> <p>→ <b>Activity 14:</b> Learning Styles</p> <p>→ <b>Activity 13:</b> Finding the Right College</p> <p>→ <b>My Plan Activity 3:</b> Careers that Interest Me</p> <p>→ <b>My Plan Activity 4:</b> Schools that Interest Me</p>

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
B. (Cont.)		<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Click on a career profile and look at the <b>Job Description, Working Conditions, Earnings, Education, and Sample Career Path</b> sections</li> <li>Explore the <b>Related Careers</b> section in the career profile</li> <li>Go to the <b>Interviews</b> section and click on a name. Explore <b>Questions &amp; Answers, Likes &amp; Dislikes, Advice, A Day in the Life, and Breakdown of Activities</b> sections</li> </ul>	<p>→ <b>Activity 10:</b> Discovering Your Work Skills</p> <p>→ <b>Activity 9:</b> Career Interview Project</p>
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>Encourage students to evaluate results from <b>My Skills</b> and the <b>Ability Profiler</b> when analyzing their skills and abilities related to career preferences.</li> <li><b>My Skills</b> and <b>Ability Profiler</b> results will also help identify ability areas needing further training or the need to explore related careers.</li> <li>Emphasize the importance of using the <b>My Plan</b> tool to record thoughts and reflections regarding strengths, limitations, career interests, school interests, career and life goals, and postsecondary plans. This encourages ownership and assists in the self-awareness process.</li> </ul>			
C. Use problem-solving skills, decision-making skills, and goal-setting and attainment skills in developing a life plan.	<p><b>Schooling</b></p> <p><b>1.1.4</b> Each youth develops and begins to implement an individual life plan based on his or her interests, abilities, and goals.</p> <p><b>Career Preparatory</b></p> <p><b>2.2.2</b> With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities.</p> <p><b>Youth Development and Youth Leadership</b></p> <p><b>3.2.3</b> Youth demonstrate the ability to set goals and develop a plan.</p> <p><b>3.2.4</b> Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.</p>	<p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>Create a <b>My Plan</b> account and record: <ul style="list-style-type: none"> <li>Assessment results</li> <li>Career exploration activities</li> <li>Education exploration activities</li> <li>Career, education and life goals</li> <li>Career planning and development activities</li> </ul> </li> <li>Review <b>Advisement Log</b> for comments/information from counselors/teachers</li> <li>Record thoughts and/or reflections regarding goals in <b>My Journal</b></li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Use the <b>Career Selector</b> search tool to find careers based on a variety of criteria</li> <li>Explore career profiles by clicking on different job titles</li> </ul>	<p>→ <b>My Plan Activity 1:</b> Creating Your Account</p> <p>→ <b>My Plan Activity 2:</b> Career Matchmaker</p> <p>→ <b>My Plan Activity 3:</b> Careers that Interest Me</p> <p>→ <b>My Plan Activity 4:</b> Schools that Interest Me</p> <p>→ <b>My Plan Activity 6:</b> High School Education Plan</p> <p>→ <b>My Plan Activity 7:</b> Career Preparation &amp; Planning</p> <p>→ <b>Activity 4:</b> Using Career Selector</p> <p>→ <b>Activity 10:</b> Discovering Your Work Skills</p>
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>Consider having group sessions or providing instruction on the steps for problem solving, decision making, and goal setting. Students with disabilities will then be better equipped to practice those components of self-determination as they develop their plans. The <b>Advisement Log</b> could be used to briefly summarize these steps, or use the <b>Portfolio Homepage Files</b> feature in <b>CAMS</b> to provide help documents related to these skills.</li> <li>Encourage students to print their <b>My Plan</b> portfolios and reference this information during IEP meetings.</li> <li>Explore the <b>Self Determination Synthesis Project</b> (<a href="https://www.pepartnership.org/resources/search/transition/self-determination-synthesis-project.aspx">https://www.pepartnership.org/resources/search/transition/self-determination-synthesis-project.aspx</a>) for additional resources and information related to self-determination.</li> </ul>			
D. Practice self-management skills in achieving goals.	<p><b>Youth Development and Youth Leadership</b></p> <p><b>3.2.4</b> Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.</p> <p><b>3.4.1</b> Youth practice self-management and responsible decision-making that reflects healthy choices.</p>	<p><b>My Plan</b></p> <ul style="list-style-type: none"> <li>Create a <b>My Plan</b> account</li> <li>Use the <b>My Plan</b> tool to track personal achievements and experiences</li> <li>Enter <b>Career &amp; Life Goals and Postsecondary Plan</b> in <b>My Plan</b></li> <li>Enter <b>Work &amp; Volunteer Experiences</b> in <b>My Plan</b></li> <li>Review and revise <b>My Plan</b> over time</li> <li>Use <b>View Details</b> to track completion of <b>My Plan</b></li> <li>Record thoughts and/or reflections in <b>My Journal</b> regarding progress in attaining goals</li> </ul>	<p>→ <b>My Plan Activity 1:</b> Creating Your Account</p> <p>→ <b>My Plan Activity 8:</b> Activities &amp; Experiences</p> <p>→ <b>My Plan Activity 7:</b> Career Preparation &amp; Planning</p>

Transition-Related Activity or Skill	Related NASET National Standard /Quality Indicator	Career Cruising Section (Top Menu) + Components	Career Cruising Supplementary Activity /Worksheet
B. (Cont.)		<p><b>Education</b></p> <ul style="list-style-type: none"> <li>Use <b>Planning Timeline</b> to help prepare for postsecondary education/training</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>Review <b>Work Search: Developing a Plan</b> and <b>Tracking Your Progress</b> sections in the <b>Employment Guide</b> to identify strategies in managing a job search plan</li> </ul>	
<p><b>Additional Suggestions:</b></p> <ul style="list-style-type: none"> <li>Use <b>CAMS</b> to establish <b>My Plan</b> Completion Standards (this provides another way for students to self-manage and track their <b>My Plan</b> portfolio).</li> <li>Encourage students to use the “Networking Contact Record” and “Hiring Manager Contact Record” from the <b>Work Search: Tracking Your Progress</b> sections in the <b>Employment Guide</b> to help manage their job search efforts.</li> </ul>			

**\* Ability Profiler Notes:**

Carefully consider examinee eligibility to determine if the **Ability Profiler** is an appropriate assessment for a student. Examinees should be at least 16 years old and proficient in reading English (at least a 6th grade reading level). They should also have completed **Matchmaker**, and should not have taken any form of the **Ability Profiler** in the past six months.

**Reasonable accommodations include:**

- extended time for certain sections
- enlarged print for certain sections
- a print or paper-based version of the Ability Profiler
- the provision of additional explanations for instructions
- assistance may be provided with the reading of instructions and of words in the Arithmetic Reasoning problems/questions

See **Accommodations** in **Ability Profiler Manual**.



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