

Implementing Transition Services During Remote Learning

This resource document provides recommendations for the local-level provision of transition services during the COVID-19 outbreak, with the goal of ensuring continued quality implementation of special education. Given the context of remote learning, schools will need to implement transition services virtually for students who are age 16 or older, and eligible for special education. It is recommended in a distance learning environment that transition services be implemented in a two-part manner.

- First, utilize online transition assessments to further identify student strengths, needs, preferences and interests.
- Second, utilize online career exploration websites to create meaningful assignments that are tied to the goals in the transition plan in the IEP. If students have recent transition assessment data, then special educators may wish to forgo new assessments and move on to the career exploration assignments.

Transition Assessments

Transition Assessments are instrumental in highlighting an individual's strengths, needs and interests. Special education teachers can use that assessment data to inform what the best career exploration activities might look like for the student. The following is a list of online transition assessments that are student led.

[O*NET Interest Profiler](#) - A self-assessment tool for identifying interests and how they relate to the world of work.

[CareerOneStop: Skills Match](#) - A self-assessment that matches skills to career options.

[The Career Interests Game](#) - A game designed to match interests and skills with careers.

[Work Interest Wizard Test](#) - An in-depth career interest test with up to 150 questions. Over 1000 potential occupation matches.

[Self-Determination Checklist Student Self-Assessment](#) - Helps students see areas they can focus on to improve their transition to life after high school.

[123 Career Test](#) - Career aptitude test that matches career with personality type.

[The Princeton Review Career Quiz](#) - Makes connections from interests and styles to match with occupations.

[Truity Career Interests Test](#) - Matches personality, talents and interests to real-life jobs.

Career Exploration Activities

Once the special educator collects the results of the online transition assessments, they can build new amended transition goals in the student's IEP connected to career exploration assignments. For example, if a student's assessment results point out that student's strengths, needs, preferences and/or interests revolve around working in the automobile industry, there is now tangible information to inform and create meaningful assignments. The special educator could create assignments using the Occupational Outlook Handbook, having the student do research on different occupations within the automobile industry. Students could research things like training needed, typical annual income, typical job accommodations and much more.

[Explore Work](#) - Series of lessons and learning activities aimed at career exploration.

[Occupational Outlook Handbook](#) - US Department of Labor website for student led occupation research.

[Virtual Job Shadow](#) - Extensive video bank and virtual career exploration at every level of development.

[O*Net My Next Move](#) - Browse careers by industry.

[MySkillsMyFuture](#) - Build a bridge to find a career match based on existing job or work experience.

[Youth Rules!](#) – Student-friendly website with resources and tools for students to learn about labor related laws and policies.

[Career One Stop](#) - Explore career opportunities through active participation information gathering.

Ensure FAPE through Transition Services during Remote Learning

[The Vermont Graduation Readiness Tool](#) (GRT) can help ensure FAPE with regard to the provision of transition services during remote learning, since it captures all elements of effective transition planning. This tool was created in 2017 with a state interagency team of transition stakeholders. It is essentially a transition services checklist for IEP teams to be able to quantify access to transition services and readiness for graduation. Special educators should use the tool to identify what access to transition is possible through distance learning and, if necessary, as a way to identify a need for compensatory services after the period of remote learning.

Considerations for using the Graduation Readiness Tool in a Remote Learning Environment

The following table is designed to be used in conjunction with the [The Vermont Graduation Readiness Tool](#) (GRT). Some of the GRT tool items require additional considerations when exploring them in a remote learning environment, as indicated below.

Graduation Readiness Tool Item	Additional Considerations for Remote Learning
Items 1-5	No additional considerations.
Item 6	Fading the paraeducator in a virtual learning environment is something that is still being looked at in terms of best practices. It may look like gradual reductions in support time given virtually as the student gets more accustomed to remote learning.
Item 7	Intake process and team meetings with outside agencies are possible during this time as teams are meeting virtually or over the phone.
Item 8	Instead of in-person work experiences it is recommended the LEA provide online career exploration assignments and projects as discussed above. These assignments are an effective way to meet Item 8 in a virtual manner.
Item 9	If the student was already dually enrolled, they should be enrolled virtually now unless that is not offered. If the course is offered, then the team needs to look at what access considerations there are for the student to continue the course.
Item 10	The college website offers info about the disability services office and some colleges may offer some virtual tours.
Item 11	No additional considerations
Item 12	Independent living transition services may not be able to be offered at this time. Special educators should document what services it is not possible to implement at this time to be considered later possibly for compensatory services.
Item 13	Team meetings with outside agencies are possible during this time as teams are meeting virtually or over the phone.
Item 14	No additional considerations
Item 15	Meetings with outside agencies is not hindered during this time as teams are meeting virtually or over the phone.
Item 16	No additional considerations.

For additional resources for Secondary Transition, please view the Vermont Agency of Education's [Special Education Resources website](#).