

Table 2.2. Providing Collaborative Transition Services Across Tiers		
Critical players	Activity	Assessment/Follow-up
Goals related to postsecondary employment		
<ul style="list-style-type: none"> • Student • Special education teacher • General education teacher 	Tier 1: Participate in job shadowing	<ul style="list-style-type: none"> • Informational interview with employer • Career interest inventory
<ul style="list-style-type: none"> • Student • Special education teacher • Parent • Vocational rehabilitation 	Tier 2: Attend job try-outs	<ul style="list-style-type: none"> • Job site analysis • Ecological assessment • Task analysis • Employer interview
<ul style="list-style-type: none"> • Student • Special education teacher • Parent • Vocational rehabilitation • Other adult service providers 	Tier 3: Engage in on-the-job training with supports from job coach	<ul style="list-style-type: none"> • Ecological assessment • Employer evaluation • Functional vocational evaluation
Goals related to postsecondary education		
<ul style="list-style-type: none"> • Student • Special education teacher • General education teacher • Disability services representative 	Tier 1: Research community college via website and or printed resources provided by school	<ul style="list-style-type: none"> • SAT/ACT • Application for admission • Enrollment in community college or university
<ul style="list-style-type: none"> • Student • Special education teacher • Parent • Disability services representative 	Tier 2: Visit community college, including disability services	<ul style="list-style-type: none"> • College placement tests
<ul style="list-style-type: none"> • Student • Special education teacher • Parent • Vocational rehabilitation • Other adult service providers • Disability services representative 	Tier 3: Join an 18- to 21-year-old residential program with community college or Think College program Application for admission and enrollment in local community college	<ul style="list-style-type: none"> • Ecological assessment • Program specific evaluation • Functional vocational evaluation
Goals related to postsecondary independent living		
<ul style="list-style-type: none"> • Student • Special education teacher • General education teacher 	Tier 1: Participate in CTE courses such as home consumer science class, parenting, business math	<ul style="list-style-type: none"> • Performance in CTE • Formative assessment • Completion of CTE coursework
<ul style="list-style-type: none"> • Student • Special education teacher • Parent • Vocational rehabilitation 	Tier 2: Simulate instruction in classroom or school related to independent living skills (e.g., using an ATM or grocery shopping)	<ul style="list-style-type: none"> • Task analysis
<ul style="list-style-type: none"> • Student • Special education teacher • Parent • Vocational rehabilitation • Other adult service providers 	Tier 3: Participate in community-based instruction related to independent living skills (e.g., using an ATM or grocery shopping)	<ul style="list-style-type: none"> • Task analysis • Ecological assessment • Adaptive behavior assessment

Note. CTE = Career Technical Education.