



Realizing Employment First for Youth



# Caleb's Path to Community Employment

Case Study for  
Specific Learning Disability

# Case Study for Specific Learning Disability

---

## Caleb's Path to Community Employment

Caleb is a student served through an Individualized Education Program (IEP) in his local school district. The Evaluation Team Report (ETR) indicates that Caleb's educational identification is as a student with a Specific Learning Disability (SLD).

### Brief History

Caleb was identified as a student with a specific learning disability (SLD) in third grade. Prior to the eligibility for special education services, Caleb was brought to his school's student support team by his general education teacher, who saw that he was showing some delays based on math and reading screeners completed in the classroom. Caleb's teacher met with his parents and shared the barriers he was seeing. In the area of reading comprehension, Caleb had limited ability to recall short reading passages and word reversal while reading aloud. As well as, barriers in math calculations when asked to complete two-step math problems. The team was responsible for ensuring that Response to Intervention (RTI)<sup>(1)\*</sup> was implemented prior to a referral for special education services. They moved forward suggesting some additional interventions to try for a couple of weeks specific to this new reading and math issue. During Caleb's first and second grade years, his general education teachers implemented strategies in all subject areas but did not feel the need to bring him up for special education referral during that time. Multiple strategies and differentiated instruction<sup>(2)\*\*</sup>, including text-to-speech with word-by-word highlighting, online learning tools, and videos, were used to give Caleb access to the content being taught. While using the Multi-Tiered Systems of Support (MTSS)<sup>(3)\*\*\*</sup> model, he received small group instruction in tier two supports for 15 minutes daily and individual instruction in tier three support for 10 minutes daily. Use of these strategies was not effective to improve Caleb's reading and math calculation skills. Therefore, the RTI team needed more specialized information and referred him for a Multi-Factored Evaluation (MFE) which included an assistive technology (AT) assessment.

The MFE was completed with help from Caleb's RTI team, the school psychologist, and the special service department in the school district at the beginning of third grade. The MFE included a review of past standardized tests, classroom and parent observations, and intelligence and language processing tests. The test results indicated that Caleb was eligible for specialized services because of his unique learning needs. The team decided Caleb would benefit from more specialized academic services provided through an IEP. The assistive technology component of the MFE showed that Caleb might benefit from Voice-to-Text, Text-to-Speech and specialized math software that makes math accessible in a digital format.

\* RTI (Response to Intervention) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. <http://www.rtinetwork.org/learn/what/whatisrti>

\*\* Differentiated Instruction - Tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. -ReadingRockets.org

\*\*\* MTSS (Multi-tiered Systems of Support) term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

## Early Discussions and In-School Support

As a result of the ETR, an IEP team was convened to develop specialized instruction and accommodations as Caleb entered third grade. While in elementary school, Caleb continued to work on his identification of letter sounds and reading approaches for both fluency and comprehension with his speech therapist. Further discussion between the speech therapist and classroom teacher on Caleb's reading and language acquisition resulted in a recommendation of curriculum and online learning strategies to strengthen the bond between learning in the classroom and Caleb's learning style. The AT assessment process determined that the following AT supports would be beneficial for Caleb and they were implemented across the school day: Voice-to-Text, Text-to-Speech, and Equatio, accessible math software. Throughout the AT implementation process, data was collected periodically to determine the effectiveness of the selected assistive technology.

Caleb identified learning strategies that worked best for him and kept a list of strategies that didn't work in school classes as well. Prior to age 14, Caleb had indicated a desire for future employment in the automotive field. Caleb wanted to work in a career that allowed him to work with his hands and that involved physical labor. In eighth and eleventh grade, Caleb completed career assessments and he continued to show high indicators of success working in the automotive field. Based on the career assessments and his ongoing interests, Caleb participated in automotive technology in career tech as part of his high school schedule.

When Caleb transitioned to high school he started meeting with a transition team which included: school counselor, Caleb, Opportunities for Ohioans with Disabilities (OOD)<sup>(4)</sup> counselor, career technical teacher and his intervention specialist who helps guide his IEP. The intervention specialist's role guided the team to align academic classes to his career and continued training opportunities. The group met yearly outside the IEP meeting and as needed. The main purpose of the team was to decide how to best support Caleb as he advanced his automotive knowledge and looked for competitive employment in the local community, the team considered all aspects of work such as the continued learning Caleb will need to receive for his identified career plan as well as adjusting his career path when he learns more about the opportunities in the field.

At the end of every transition meeting, Caleb records the takeaway steps on his computer using Screencastify which is a free chrome app that allows him to record a narration using the built-in camera and microphone from his computer and share through the google drive. This app allows Caleb to reflect on goals he needs to work through or complete, as well as, what other members will need to do prior to the next meeting. By using the Screencastify program, Caleb is able to see his notes and hear the discussion during the meeting. This program also allows him to share the recording with other members on his team including; members of Caleb's work team and IEP team that may have not been able to attend the meeting. The data collected regarding the usefulness of the identified assistive technology supports showed that they had positive impact on Caleb's learning so the Voice-to-Text, Text-to-Speech and digital math software was continued throughout high school.

## Transition Assessment:

Information was collected by a multi-agency team using the following tools and methods:

### Transition Assessment Tools and Processes Included:

---

- OhioMeansJobs.com career planning tools<sup>(5)</sup>, including Career Cluster Inventory, Occupational Search, In-Demand Jobs<sup>(6)</sup> report.
- Use the Online College and Career Readiness Tools for Middle and High School Students on OhioMeansJobs.com for WorkKeys practice<sup>(7)</sup> assessments, Personal Finance Skills Improvement, and school finder for an automotive technology degree.
- Assistive Technology Assessment to assist with identifying AT to help with reading challenges.<sup>(8)</sup>
- Recommended a reevaluation of both intelligence and language processing tests.
- Discuss Caleb's challenges or barriers in regards to his career pathway for adulthood.
- Interview with Caleb about his strengths, preferences, interests, and needs.
- Conversation with Caleb's parents, sharing with Caleb where they see Caleb after high school.
- Internship at a local automotive repair shop.
- Create a tool kit of learning techniques and strategies that work for Caleb.<sup>(9)</sup>
- Work at a part-time job at a local auto repair shop.
- Self-Determination Assessment-AATA assessment library.<sup>(10)</sup>

Transition Assessment surfaced the following information (selected items):

### Preferences/ Interests

---

- Learns best through hands-on experiences - kinesthetic learning.
- Attend the Automotive Technology Program his Junior and Senior year of high school.
- Enjoys working on cars with his grandfather.
- Enjoys working outside.
- Attends Car shows.
- Consults with co-workers or refers to training manuals to solve problems he doesn't know instead of stopping midway through a project.
- Familiar with tools in the automotive repair shop.
- Able to navigate a variety of electronic devices/gadgets.

### Skills/Strengths

---

- Self-Advocate<sup>(11)</sup>: tells teachers strategies that support his learning needs.
- Has identified a mentor in the automotive field and family members that can assist him when barriers arise in the work field or when Caleb decides to advance in his career.
- Works well with others.
- Dedicated to his work, asks for help to clarify a question.
- Recognizes the need for time management.
- Motivated to do well in school now so he can gain entrance into a career technical program.
- Sees the value of planning for the future.
- Demonstrates skills to be a self-directed learner.
- Collaborates in study groups to get complete notes from class as well as further his understanding of class content.
- Has a part-time job helping at a local auto repair shop.
- Reliable: shows up on time and for every shift, notifies work or school if he will be absent prior to the beginning of a shift.
- Completes a task prior to when the task is due.

## Needs/Challenges

---

- Auditory/ Visual learner needs to hear and see directions for all assignments.
- Use Screencastify to review lessons and share work. (12)
- Learns new tasks most effectively after watching an individual complete a task, rather than reading the steps.
- Technology helps Caleb in all his classes, especially math to understand new concepts and limit the number of text reversals on worksheets and textbooks.
- Uses Voice-to-Text/Text-to-Speech on his smart device to learn new information.(13)
- Uses audio recording pen to take notes and improve memory skills.(14)
- More easily comprehends new knowledge through tutorial videos than reading long articles.
- Uses technology to help with reading, read aloud with word callout: Microsoft-Immersive Reader.(15)
- Uses OpenDyslexic font to read text on a page to limit flipping of letters.(16)
- Uses a tracking tool to show what line to read after coming to the end of another line in a paragraph.(17)
- Use Google Live Transcribe for word spelling and to catch all ideas when working in a group.(18)
- Uses grammar and mechanics extensions on the computer to write a complete sentence.(19)
- Continues to ask for help with money management and works with his parents to budget his expenses such as cell phone and saving for a car.
- Financial literacy-preparing for college, and monthly expenses.(20)
- Digital math tool/ software that makes math accessible in a digital format.(21)
- Support with practicing for his written driving test when he turns 15 ½.(22)
- Needs help in making simple meals and accessing free resources in the community.(23)

Post-Secondary (Adult Life) Goals: Ongoing Transition Assessment and resulting information assisted to develop and confirm the following Post-Secondary Goals

<b>Postsecondary (PS) Goals</b>	<b>Supporting Transition Assessment Data</b> Below are examples of Transition Assessment data that support the identified goals
<p><b>Education Goal</b>                      Caleb’s Early or Initial PS Education Goal.</p> <p><i>Following graduation from high school, Caleb’s will enroll in postsecondary certified training program in his preferred career field.</i></p>	<ul style="list-style-type: none"> <li>• Has been accepted into the career technical program<sup>(24)</sup> at his high school for automotive technology.</li> <li>• Has consistent attendance at school.</li> <li>• Uses live transcribe for word spelling and to catch all ideas when working in a group.</li> </ul>
<p><b>Refined Education Goal</b>                      As the team and Caleb gained more information and insight, the PS Education goal was refined as he moved through high school.</p> <p><i>Following graduation from high school, Caleb will attend a 2-year community college to receive a degree in Automotive Technology.</i></p>	<ul style="list-style-type: none"> <li>• Collaborates in study groups to get complete notes from class as well as further his understanding of class content.</li> <li>• Is reliable and dedicated to his work.</li> <li>• Demonstrates skills to be a self-directed learner.</li> <li>• Completes a task prior to when the task is due.</li> <li>• Self-Advocates by telling teachers strategies that support his learning needs.</li> <li>• Recognizes the need for time management.<sup>(25)</sup></li> <li>• Motivated to do well in high school, so he can gain entrance into a community college technical program. Partnership agreement between his high school and community college.</li> </ul>
<p><b>Community Employment Goal</b>                      Caleb’s Early or Initial PS Employment Goal</p> <p><i>Following graduation from high school and post-secondary education, Caleb will obtain employment in a career of his interest, skill, and education.</i></p>	<ul style="list-style-type: none"> <li>• Caleb’s stated employment goal is supported by skills, strengths and interests with associated academics in automotive technology.</li> <li>• He works with his grandpa to restore historical cars.</li> <li>• Likes to work with his hands.</li> <li>• Familiar with tools in the automotive repair shop.</li> </ul>
<p><b>Refined Community Employment Goal</b>                      As the team and Caleb gained more information and insight, the PS Employment goal was refined as he moved through high school</p> <p><i>Following graduation from high school and post-secondary education, Caleb will obtain employment in the field of Automotive Industry</i></p>	<ul style="list-style-type: none"> <li>• Consults with co-workers, refers to ALLDATA<sup>(26)</sup> intelligence videos, or YouTube videos to solve problems he doesn’t know instead of stopping midway through a project.</li> <li>• Able to navigate a variety of electronic devices/gadgets.</li> <li>• Caleb has identified a mentor, as well as a family member to assist him in the automotive field when barriers do arise in the work field or when he decides to advance in his career.</li> <li>• Enjoys working outside.</li> <li>• Enjoys attending car shows.</li> <li>• Works well with others.</li> </ul>

<b>Postsecondary (PS) Goals</b>	<b>Supporting Transition Assessment Data</b> Below are examples of Transition Assessment data that support the identified goals
<p><b>Independent Living Goal</b></p> <p><i>Following graduation from high school, Caleb will live independently in the local community and continue to use free public resources for new technology, maintaining a healthy lifestyle through continued learning, specifically in the area of money management and budgeting for school loans and monthly finances.</i></p>	<ul style="list-style-type: none"> <li>• Plans to meet with a financial advisor at college to understand the best way to pay for his college degree.</li> <li>• Plans to attend an informational night at the library to find out about free classes for research and cooking classes offered.</li> <li>• Will work with OOD counselor to practice for drivers exam.</li> <li>• Will draft a budget for monthly bills with family members and a local bank to set up automatic bill pay.</li> </ul>

## Review the Activities, Services, and Supports Included in Craig's Journey to Community Employment

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
<b>Department of Developmental Disabilities - County Board of Developmental Disabilities</b>	No referral or service was found to be needed					
<b>Education Local Education Agency (School)</b>	<p>Tier one and two supports through MTSS model. First and second grade.</p> <hr/> <p>Speech Therapist works to develop Emerging reading skills.</p> <hr/> <p>IEP team provides an AT assessment to gather more information about potential AT software and devices to assist with reading and math challenges.</p> <hr/> <p>IEP team implements identified AT throughout school day to support reading and math.</p>	<p>Continue to add learning techniques to his strategy toolkit.</p> <hr/> <p>Practicing self-advocating in Student Success Lab.</p> <hr/> <p>Targets reading skills-comprehension &amp; fluency.</p> <hr/> <p>Ongoing assessment and data collection to determine usefulness of identified AT.</p>	<p>Research career technical classes.</p> <hr/> <p>Takes an active role in his IEP meeting.</p> <hr/> <p>Instruction in the use of (OMJ) OhioMeansJobs.Com</p>	<p>Middle school teacher meet with high school teachers.</p> <hr/> <p>Meet with career counselor advisor.</p> <hr/> <p>Tour of the career classes.</p>	<p>Accepted into Automotive Technology class junior senior year. Preps to take WorkKeys Test with accommodations.</p> <hr/> <p>Guidance counselor assists with accommodations for college placement and other standardized tests.</p> <hr/> <p>Attends a job fair.</p> <hr/> <p>Attends college resource fair.</p> <hr/> <p>Finalize resume.</p>	<p>Education services end at graduation.</p>



	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
<b>Vocational Rehabilitation Agency -</b> Opportunities for Ohioans with Disabilities (OOD)		With parent consent, OOD counselor (OTSP) attends IEP meeting to explain OOD services. Completes picture career assessment.	Meets with OOD counselor to explore needed Pre-ETS.			Works with Caleb to navigate resources on college campus.
				Summer youth career exploration between 10th and 11th grade.	Summer youth work experience between 11th and 12th grade.	Provided information about free classes at the library.
<b>Ohio Job and Family Services Workforce Development</b> OhioMeansJobs	No services were accessed.	Completes an interest inventory on Ohio Means Jobs.	OMJ student account is created and career assessments are completed.	Use online training centers on OMJ for assignments in Accuplacer practice assessments.	Posted resume, research and applied for jobs, and practice interviews.	Posted resume on OMJ portal.
<b>Mental Health and Addiction Services</b>	No referral or service was found to be needed					

## Read About Caleb's Journey to Community Employment

Caleb's preparation for employment began even before he formally entered the transition years. The following information discusses Caleb's path to community employment through his educational years and is intended to narrate the previous graphics. Caleb's unique path to employment was guided by Caleb's needs and future aspirations after high school. Based on Caleb's profile, no referral for services was found to be needed for the Department of Developmental Disabilities (DODD), County Board of Developmental Disabilities (CBDD), as well as, Mental Health and Addiction Service, so these entities were not considered for Caleb's path to employment.

In his **early elementary years**, supports focused primarily on assisting Caleb to identify learning strategies and AT supports that would help with his reading and math challenges. His teacher recognized Caleb's word reversal in a reading exercise, as well as, limited ability to recall information after reading a short passage. In addition, number reversal was noted when calculating long math problems. Teachers also noticed that when information was presented orally to him accompanied by written text, Caleb retained more information.

- In first and second grade, Caleb's teachers utilized tier one and two supports through MTSS to connect new content to Caleb's preferred comprehension style.
- In third grade, Caleb was identified with an SLD and used speech services outlined in his IEP.
- In third grade, the IEP suggested an AT assessment to determine specific tools to assist with reading and math challenges.
- The team meets with AT consultant and performs an AT assessment which yielded specific tools to be considered to support Caleb's reading and math challenges.
- Resources from the OCALI lending library<sup>(27)</sup> were obtained to provide hands-on trials of the identified AT.
- The implementation plan<sup>(28)</sup> included specific steps to provide access to and maintenance of the recommended devices throughout the school day. The resources were shared with the IEP team for activities that could be done in the home, as well as in the classroom.
- Caleb worked with his SLP to draft questions to ask his parents about their jobs and why they go to work, to work on gaining knowledge from conversations, and retaining information presented orally. This exercise provided an opportunity to practice strategies, thereby strengthening his foundation for using these skills in class. IEP meetings are held and technology needs are discussed. Data collected regarding the usefulness of the implemented AT is reviewed to determine the ongoing effectiveness of the AT.

As Caleb continued his transition to **middle school**, he had many more opportunities to practice asking for tools and resources he would need in order to access the curriculum in all his classes. He created a toolkit of AT supports, as well as online and classroom manipulatives that helped him to connect to the knowledge being shared in the classroom, and shared this with his IEP team.

- While in student success lab period, Caleb works with his Intervention Specialist on dialogue, ways to request accommodations in his classes, and to request accommodations while at work that would help him complete both class and work demands.
- New AT was considered by the IEP team to match Caleb's needs across the multiple environments in which he needs to access information. Some resources identified included: EdPuzzler<sup>(29)</sup>, Google Classroom<sup>(30)</sup>, YouTube/SchoolTube<sup>(31)</sup>, Read&Write<sup>(32)</sup>, Beeline reader extension<sup>(17)</sup>, and Mind Mapping resources<sup>(33)</sup>.
- Caleb and his family were introduced to the Vocational Rehabilitation Agency Opportunities for Ohioans with Disabilities (OOD) during an IEP meeting and results from the Photo Career Quiz<sup>(34)</sup> assessment, were shared with the IEP team. High indicators continued to reflect that Caleb had a strong preference to be a part of the automotive technology career technical classes. This matched information gained directly from Caleb after he saw an automotive tech class presentation.
- Caleb's completed an interest inventory for possible careers on the OhioMeansJobs (OMJ) website and the results were shared with his IEP team. The report showed that Caleb works well with others and prefers to work with his hands.

In the **later years of middle school**, Caleb and his school team identified the need for more individualized supports for Caleb as he advanced to specific classes that would support his career goals after high school.

- Caleb began planning for his future education during his eighth-grade year by researching the Career Technical programs. His intervention specialists assisted him in this research while in the student success lab by sharing brochures of programs offered. Caleb gained knowledge of prerequisites for the classes, such as attendance and grade point average that would need to be maintained in order to be considered for the career tech classes during his last two years of high school. Caleb also looked at the programs' websites and reviewed the courses he would have to take, as well as the clubs he could participate in if he was accepted into the program.
- Caleb created a PowerPoint presentation in his English class to share at the IEP meeting of his PINS (preferences, interests, needs, and strengths) which was drafted from a poster he had created from past school years. He also recorded himself giving a class presentation while explaining his PowerPoint presentation on his PINS, so he could use the pre-recorded presentation at his next IEP meeting and transition meeting, using the program Screencastify<sup>(12)</sup>.
- OMJ<sup>(5)</sup> student account was created, and career assessments are completed by Caleb, as well as a search on the In-Demand Jobs Reports website's, Education and Training tab, needed for careers in the automotive field.
- Referral process for OOD services was completed by Caleb, his parents, and the school district. Services for Pre-Employment Transition Services (Pre-ETS)<sup>(4)</sup> were discussed in the IEP meeting and it was decided that Caleb would complete self-advocacy and Job Exploration his freshman year of high school and then complete the other Pre-ETS his sophomore year of high school.
- Connections were made with OOD during an IEP meeting and transition planning meeting. Information was shared with Caleb's team on his career assessments completed on OhioMeansJobs (OMJ) website. Other resources were also shared with team such as: In-Demand Jobs report to better target and narrow career interests and identify PINS. View videos of careers and career environments. Accessed free tools for college and career readiness<sup>(6)</sup>.

Caleb successfully passed middle school classes, while staying on A, B honor roll and advanced to **High School**. A seamless transition from middle school to high school occurred because of thorough planning by Caleb's middle school teachers, connecting Caleb to his high school teachers in the last month of the school year via google chat<sup>(35)</sup> to share strategies that work for him in his current classes.

- Caleb planned a meeting with his new teachers a few days prior to the beginning of a new school year, which helped develop his self-advocacy skills. During this meeting, he shared his learning strategies, learning styles and (AT) needs with his teachers. He also shared how much he had to work outside of the classroom to get high grades and that his accommodations allowed him to learn their class content in small, understandable chunks. Caleb also answered questions the teachers had.
- Met with the Career Counselor to complete a career assessment and matched Caleb's learning preferences to a possible career path. Career counselor showed Caleb classes at the high school that would align with his learning and career interests, including getting hands-on experience in the automotive technology field.
- Caleb toured the Career Technical classes, his sophomore year to see the lab classroom and learns what tools and equipment will be needed for the classes and possible job opportunities that could be obtained from each career technical class.
- Caleb worked with (OOD) counselor to set up a summer youth career exploration<sup>(36)</sup> between 10th and 11th grade to learn more in the career fields of the automotive field that match his PINSs.
- Caleb practiced the Accuplacer placement test, drafted a working resume and posted the resume to the student side of the OMJ portal. Caleb was coached on possible interview questions that may be asked during the interview process, and questions that he did not have to answer, if asked in an interview.

**Later in high school,** Caleb meets with his Career technical teacher and met all prerequisites for the automotive technology class in his comprehensive high school.

- Caleb takes the ACT, Accuplacer, and WorkKey tests with accommodations set up by the school guidance counselor and intervention specialist.
- Caleb attends a job fair in the local community<sup>(37)</sup> where he identifies two companies he is interested in working for and the types of degrees he will need to obtain to work in these career positions. Information was shared with him and his parents from the OOD office.
- Caleb's Auto Tech. teacher told Caleb about a college resource fair at a local community college. He also learned about the partnership the college<sup>(36)</sup> has with the high school and the classes he is currently taking with help him move through his college training more quickly, two classes are accepted towards his automotive technology degree.
- Caleb adds to his resume and earns OSHA credentials<sup>(38)</sup> and Automotive Service Excellence (ASE)<sup>(39)</sup> as well as collects reference from his after-school job at the automotive repair shop.
- Summer Youth Work experience between 11th and 12th grade to gain knowledge and skills in the field of automotive technology.

Caleb successfully graduated from high school and met all the graduation requirements by passing his WorkKeys assessment and all academic classes. **After graduation,** Caleb continued to use the services offered through Ohio Jobs and Family Services-Workforce Development<sup>(40)</sup>.

- Attended Local Community College-WorkKeys test scores were high enough that Caleb did not have to sit for the Accuplacer test specific to the college.
- OOD counselor told Caleb about free cooking and finance classes at the local library, while also assisting him with financial planning to calculate monthly bills and create a budget for savings while working.
- OOD guided Caleb to ask his college special services counselor for computer programs he used in high school to assist in his classes while at college.
- Caleb posted his professional resume to the adult portal of OMJ and search results were sent to Caleb's email for jobs after college.
- Caleb continued to attend free technology training at Apple<sup>(41)</sup> and Microsoft<sup>(42)</sup> stores to see what new technology could help him with his day.

## Additional Online Resource mentioned in Caleb's case study:

1. **RTI** - <http://www.rtinetwork.org/learn/what/whatisrti>
2. **Differentiated Instruction** - <http://www.readingrockets.org/article/what-differentiated-instruction>
3. **MTSS** - <http://www.sst11.org/school-improvement/multi-tiered-systems-of-support-mtss/>
4. **OOD** - <https://www.ood.ohio.gov/Transition-Students>  
**Pre-ETS** - <https://bit.ly/2Hw2Lpl>
5. **OhioMeansJobs - Plan IT** - <https://jobseeker.k-12.ohiomeansjobs.monster.com/PlanIt/Index.aspx>
6. **OhioMeansJobs - College Students** - <https://jobseeker.k-12.ohiomeansjobs.monster.com/collegiateresources.aspx>
7. **Practice assessment** - <https://jobseeker.k-12.ohiomeansjobs.monster.com/Assessments/Home.aspx>
8. **An Overview of Using the WATI AT Assessment Process** - [www.atinternetmodules.org](http://www.atinternetmodules.org)
9. **App toolkit - google sheet** - <https://tinyurl.com/y78jff4v>
10. **Age Appropriate Transition Assessment library** - [https://www.ohioaatlibrary.org/?page\\_id=103](https://www.ohioaatlibrary.org/?page_id=103)
11. **Self-Advocate** - <https://jobguide.ohioemploymentfirst.org/learn.php>
12. **Screencastify** - <https://www.screencastify.com/>
13. **Voice to Text- YouTube video** - <https://bit.ly/2Qsa8lb>  
**Text to Speech - Understood article** - <https://u.org/1KRhSBq>
14. **Livescribe** <https://amzn.to/2VW9gLr>  
**C-Pen Reader** <https://cpen.com/product/readerpen/>  
**Both available at OCALI Lending Library**
15. **Microsoft - Immersive Reader** <https://www.microsoft.com/en-us/p/immersive-reader/9pjzqz821dq2#activetab=pivot:overviewtab>
16. **Opendyslexic font** - <https://opendyslexic.org/download>
17. **BeeLine Reader** - <https://www.beelinereader.com/>
18. **Live Transcribe** - <https://www.android.com/accessibility/live-transcribe/>
19. **Grammarly** - <https://www.grammarly.com/>
20. **Financial Literacy** - <https://jobseeker.k-12.ohiomeansjobs.monster.com/PlanIt/FinancialLiteracy.aspx>
21. **Equatio** - <https://www.texthelp.com/en-us/products/equatio/>
22. **Distracted Driver - Driver Training course** - <https://www.drivertraining.ohio.gov/courses.aspx>  
**Practice Test:** <https://www.bmv.ohio.gov/dl-sample-test.aspx>
23. **State Library of Ohio** - <https://library.ohio.gov/using-the-library/>
24. **Career Technical Program** - <http://education.ohio.gov/Topics/Career-Tech>
25. **Time Management Article for Understood** - <https://u.org/2M5aBv2>
26. **ALLDATA** - <https://www.alldata.com/alldata-repair>
27. **OCALI Lending Library** - [https://www.ocali.org/project/lending\\_library](https://www.ocali.org/project/lending_library)
28. **ATIM - AT Implementation** - <https://atinternetmodules.org/>
29. **EdPuzzler** - <https://edpuzzle.com/>
30. **Google Classroom** - [https://edu.google.com/products/classroom/?modal\\_active=none](https://edu.google.com/products/classroom/?modal_active=none)
31. **YouTube Kids app** - <https://www.youtube.com/kids/>  
**School Tube:** <https://www.schooltube.com/>
32. **Read & Write** - <https://www.texthelp.com/en-us/products/read-write/>
33. **Mind mapping** - <https://www.mindmeister.com/>
34. **Photo Career Quiz on Holland Codes** - <https://www.truity.com/test/photo-career-quiz>
35. **Google Chat** - <https://gsuite.google.com/products/chat/>
36. **Summer Youth- Career Exploration** - <http://www.bwls.net/Downloads/OOD%20SERVICES.pdf>
37. **Job Fair** - <https://jobseeker.ohiomeansjobs.monster.com/ExploreIt/Events.aspx>
38. **Ohio College Tech Prep** - <https://bit.ly/2Hzw1Mv>  
**Industry Recognized Credentials-** <https://bit.ly/30E1R1U>
39. **ASE Entry - Level Certification Program** - <http://www.ase.com/Entry-Level/>
40. **Ohio Jobs and Family Services - Workforce Development** - <http://jfs.ohio.gov/owd/wioa/map.stm>
41. **Apple Training** - <https://www.apple.com/today/>
42. **Microsoft Connect and learn** - <https://bit.ly/2X1MKNK>