**Supplementary Table 1**

*Search Terms Used to Identify Potential Articles for Scoping Review*

|  |  |
| --- | --- |
| Search Term Category | Search Terms |
| Transition Aged Youth | “transition” OR “youth” OR “young adult” OR “teen” OR “adolescent\*” OR “high school\*” OR “school age\*” OR “middle school” OR “junior high” OR “post-secondary” OR “secondary” |
| Disability | “disable\*” OR “disabilit\*” OR “emotionally disturbed”  OR “emotional distrubance” OR “learning disab\*” OR “mental retard” OR “autis\*” OR “cognitive impairment” OR “cognitively impaired” OR “cognititve disab\*” OR “intellectual disabilit\*” OR “developmental delay” OR “developmentally delayed” OR “Attention deficit disorder” OR “attention deficit hyperactivity disorder” OR “visually impair\*” OR “visual impair\*” OR “low vision” OR “low-vision” OR “physical disabilit\*” OR “physically disab\*” OR “speech language disabilit\*” OR “speech or language impairment” OR “multiple disabilit\*” OR “orthopedic impairment” OR “blind”  OR “deaf” OR “deaf-blind” OR “deafblind” OR “sensory impair\*” OR “hearing impair\*” OR “emotional disorder” OR “emotional disturb\*” OR “behavior disorder” OR “traumatic brain injury” |
| Pre-Employment Transition Services or Providers | “pre-ets” OR “pre-employment transition” OR “rehabilitation counselor” OR “vocational rehab\*” OR “employment provider” OR “employment specialist” OR “community rehabilitation provider” |

**Supplementary Table 2**

*Characteristics of Included Studies*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Authors | Type of Pre-ETS | Research Design | Data Source(s) | Type of Analysis | Participants | Primary Disability of TAY |
| Awsumb et al., 2020 | JECWBLEsC-PSEWRTI-SAGen Pre-ETS | Correlational | Questionnaire | Inferential  statistics | VR staffPre-ETS providers | General – disabilities not specified  |
| Bishop et al., 2022 | JECWBLEsC-PSEWRTI-SA  | Correlational  | Questionnaire | Inferential  statistics | Community-based rehabilitation agency staff | General – disabilities not specified  |
| Carlson et al., 2020 | JECWBLEsC-PSEWRTI-SAGen Pre-ETS | Policy analysis | Policy  documents | Qualitative | N/A | General – disabilities not specified  |
| Carter et al., 2021 | JECWBLEsC-PSEWRTI-SAGen Pre-ETS | Correlational | Questionnaire | Inferential  statistics | K-12 staff and administrators | General – disabilities not specified |
| Castruita Rios et al., 2023 | JECWBLEsC-PSEWRTI-SA | Correlational | RSA-911 | Inferential  statistics | VR Staff  | General – disabilities not specified |
| Fleming et al., 2020 | JECWRTI-SA | Experimental  (Repeated  measures) | Questionnaire | Inferential  statistics | TAY with disabilities  | Autism; multiple disabilities; LD; OHI, other (mental/chronic health)   |
| Ford et al., 2019 | JECWRTI-SA | Multi-Method | Questionnaire Interview | Descriptive  statistics Qualitative | TAY with disabilitiesParents of TAY with  disabilities  | Autism; LD; OHI; other (mental health)  |
| Grossi et al., 2019 | WBLEsI-SAGen Pre-ETS | Multi-Method | Questionnaire  Interview | Descriptive  statisticsQualitative | TAY with disabilities Parents of TAY with disabilities  | ID; autism; multiple disabilities; LD; OHI; hearing or visual impairments; orthopedic/physical disability; TBI, Deaf blindness; emotional disturbance |
| Honeycutt et al., 2023 | JCEWBLEsC-PSEWRTI-SA | Correlational | QuestionnaireSchool  records RSA-911 | Inferential  statistics | TAY with disabilities Parents of TAY  with disabilitiesVR staff  | ID; autism; LD; orthopedic/physical disability; emotional disturbance; other (ADD/ADHD, sensory disability) |
| Lambert et al., 2023 | JECWBLEsWRT | Qualitative | Interview | Qualitative | Parents of TAY with  disabilitiesK-12 special education  staffVR staff | Significant disabilities including ID; autism; multiple disabilities; learning disabilities; OHI; hearing or visual impairments |
| Lau & McKelvey, 2023 | JECWBLEsWRT | Multi-Method | QuestionnaireInterview | Inferential  statisticsQualitative | TAY with disabilitiesParents of TAY with disabilities K-12 special education staffPre-ETS providers    | Significant ID  |
| McDonnall et al., 2018 | Gen Pre-ETS | Descriptive | QuestionnaireInterview | Descriptive  statisticsQualitative | VR Staff  | ID; blind and visually impaired |
| Neubert et al., 2018 | JECWBLEsC-PSEWRTI-SAGen Pre-ETS | Correlational | Questionnaire | Inferential  statistics | VR Staff  | General – disabilities not specified |
| Oertle et al., 2017 | JCEWBLEsC-PSEWRTI-SA | Correlational | Questionnaire | Inferential  statistics | K-12 special education staffVR staff | General – disabilities not specified |
| Roux et al., 2019 | Gen Pre-ETS | Policy analysis | Policy  documents | Qualitative | N/A | General – disabilities not specified |
| Salon et al., 2019 | C-PSEWRTI-SAJEC | Experimental  (Pre-and post- test) | QuestionnaireInterview | Qualitative | TAY with disabilitiesTransition network facilitators | General – disabilities not specified |
| Schutz et al., 2021 | Gen Pre-ETS | Multi-Method  | Questionnaire Community  Conversation  table notes | Descriptive  statisticsQualitative | Parents of TAY with disabilitiesK-12 special education staffOther (school, business, city, and  county reps)   | General – disabilities not specified |
| Schutz et al., 2022 | JECWBLEsC-PSEWRTI-SA | Correlational | Questionnaire | Descriptive  statisticsInferential   statistics | Parents of TAY with  disabilities  | Autism; Deaf blindness; Deafness; developmental delay, emotional disturbance; functional delay; hearing impairment; ID; multiple disabilities; orthopedic impairment; OHI; specific LD; speech or language impairment; TBI; visual impairment; intellectually gifted; unsure |
| Schutz et al., 2023 | Gen Pre-ETS | Qualitative | InterviewFocus groups | Qualitative | Parents of TAY with  disabilitiesK-12 special education staffVR staffOther (adult agency staff,  employers, school district   leaders) | Significant disabilities including ID; autism; multiple disabilities  |
| Schutz & Travers, 2023 | Gen Pre-ETS | Mixed methods | QuestionnaireInterview | Descriptive  statisticsQualitative | K-12 special education staff K-12 administrators | General – disabilities not specified |
| Sherwood et al., 2023 | WRT | Mixed methods | QuestionnaireInterview | Descriptive  statisticsQualitative | Administrative leadersTeachers  | Autism  |
| Smith, Sherwood et al., 2021 | WRT | Experimental  (Randomized   control trial) | QuestionnaireMock interview | Descriptive  statistics Inferential  statistics | TAY with disabilitiesParents of TAY with disabilitiesTeachers | Autism  |
| Smith, Smith, et al., 2021 | WRT | Experimental  | QuestionnaireReports from  virtual  interview    system | Descriptive  statisticsInferential  statistics | TAY with disabilitiesK-12 special education staff K-12 administrators | Autism; learning disabilities; OHI; speech and language; emotional disturbance  |
| Tansey et al., 2023 | JECWBLEsC-PSEWRTI-SA | Correlational | Questionnaire | Inferential  statistics | VR Staff  | General – disabilities not specified |
| Taylor et al., 2022 | Gen Pre-ETS | Policy analyses | Policy  documents | Qualitative | N/A | General – disabilities not specified |
| Williams & Smith, 2023 | WRT | Experimental  (Randomized  control trial)  | Questionnaire | Descriptive  statisticsInferential  statistics | TAY with disabilities; Parents of TAY with disabilities Teachers | Autism  |

*Note.* Pre-ETS = pre-employment transition services; TAY = transition-aged youth; JEC = job exploration counseling; WBLEs = work-based learning experiences; C-PSE = counseling on postsecondary education; WRT = workplace readiness training; I-SA = instruction in self-advocacy; Gen = general; N/A = not applicable; RSA = Rehabilitation Services Administration; VR = vocational rehabilitation; LD = learning disabilities; ID = intellectual disability; OHI = other health impairment; TBI = traumatic brain injury; ADD = attention deficit disorder; ADHD = attention deficit hyperactive disorder.

**Supplementary Table 3**

*Characteristics of Pre-ETS Programs and Student Outcome Data*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Authors | Program Name | Pre-ETS Focus | Program Components/ Independent Variables | Dosage |
| Castruita-Rios et al., 2023  | NA | JECWBLEsC-PSEWRTI-SA | JECWBLEsC-PSEWRTI-SA | NA |
| Fleming et al., 2020 | Positive Engaged Pathways  | JECWRTI-SA | Identify and articulate post-school goalsDevelop plan to achieve goalsRecognize and prepare for expected and unexpected challenges | 3-hour workshop |
| Ford et al., 2019 | Postsecondary Rewarding Education is Possible (PREP) Academy  | JECWRTI-SA | Classes focused on workplace readiness, job exploration, and self-advocacyMentorship from undergraduate students  | 1 week college campus experience  |
| Grossi et al., 2019 | Indiana School to Work (STW) Collaborative  | WBLEsI-SAGen- Pre-ETS | Community provider employment specialist embedded into the school Discovery profile Work experiences Self-determination trainingBenefits planningFamily training and support | NR |
| Honeycutt et al., 2023 | Linking Learning to Careers (LLC) | JCEWBLEsC-PSEWRTI-SA | WBLEsVR usual servicesCollege exploration and coursework at community collegeSupport from VR staffSupport for assistive tech.Funding for transportationDedicated program staff  | 24-month program |
| Lau et al. 2023 | Pre-ETS Toolkit  | JECWBLEsWRT | Lessons focused on job exploration and workplace readinessCommunity work experience  | 12 hours of services |
| Sherwood et al., 2023 | VIT-TAY | WRT | See Smith, Sherwood et al., 2021 | 15 sessions, 45-min each |
| Smith, Sherwood et al., 2021 | Virtual Interview Training for Transition Age Youth (VIT-TAY) | WRT | Self-guided e-learning curriculum focused on skills related to interviewing for jobs Practice job application Job interview simulator Real time feedback form virtual help coach Written feedbackSupplemental materials: social story and token reward system | 15 sessions, 45-min each |
| Smith, Smith et al., 2021 | Virtual Reality Job Interview Training (VR-JIT) | WRT | E-learning curriculum Online job application practice Virtual interview Feedback  | 15 sessions, 45-min each |
| Salon et al., 2019 | Guided Group Discovery (GGD) | C-PSEI-SAJECWRT | Learn about themselves, their skills, and conditions for success Learn about services and supports available from adult service agencies  | 10 sessions, 45-60 min each |
| Williams & Smith, 2023 | VIT-TAY | WRT | See Smith, Sherwood et al., 2021 | 15 sessions, 45-min each |

*Note.* Pre-ETS = pre-employment transition services; JEC = job exploration counseling; WBLEs = work-based learning experiences; C-PSE = counseling on postsecondary education; WRT = workplace readiness training; I-SA = instruction in self-advocacy; Gen = general.