Key Resources for Transitioning Youth with Disabilities from the Secondary Transition Toolkit

(Updated: May 18, 2012)

I. Student Focused Planning

1. IEP Development

**DCDT Fact Sheet – Student Involvement in the IEP Process**
The Division on Career Development and Transition provides a fact sheet with suggestions and evidence-based practices for involving students in the IEP process. [http://www.nsttac.org/sites/default/files/assets/pdf/StudentInvolvementInTheIEPProcess.pdf](http://www.nsttac.org/sites/default/files/assets/pdf/StudentInvolvementInTheIEPProcess.pdf)

**Evidence-Based Practices in IEP Student Participation Strategies**
This link provides descriptions of three strategies related to IEP development. Information on research related to the programs and how they are implemented.
[http://www.nsttac.org/?FileName=student_focused_planning](http://www.nsttac.org/?FileName=student_focused_planning)

**NICHCY Connection... To Transition 101**
*Transition 101* kicks off NICHCY’s suite of transition pages and is provided to lay a critical foundation for understanding transition law and practice. Valuable resources are listed within this website providing additional information on effective transition policy and practices along with organizations related to transition.

2. Student Participation

**NICHCY Student Guide to the IEP**
This set of materials is designed to help guide students to develop their own IEPs. [http://www.nichcy.org/stuguid.asp](http://www.nichcy.org/stuguid.asp)

3. Planning Strategies

**NICHCY Connections... to Transition Resources for Students**
This website offers a list of resources for students in transition and is designed to help students get involved in planning their own future.
[http://nichcy.org/schoolage/transitionadult](http://nichcy.org/schoolage/transitionadult)

**Guidance and Career Counselor’s Toolkit**
This toolkit is for counselors who are advising students with disabilities on their post-secondary options. The Toolkit is produced by the Heath Project – George Washington University. The Toolkit has an easy to use guide answers questions and offers advice as to who you should contact to answer a particular question. [http://www.nationalserviceresources.org/files/guidance-and-career-counselors-toolkit.pdf](http://www.nationalserviceresources.org/files/guidance-and-career-counselors-toolkit.pdf)
Youthhood
This Web site is a place for youth. It's a welcoming community for all youth and a place where all youth belong. Here youth can start thinking about what they want to do with the rest of their life. This Web site was built to help youth plan for their future. What will you do after high school? Will you work? Go to college? Live in a place of your own? By using this Web site, youth can plan for their future right now! http://www.youthhood.org/

II. Student Development

1. Academic Skills Instruction

The National Post-School Outcomes Center (NPSO)-Publications
The publications section of the NPSO website provides research reports of five meta-analyses related to the effects of visual display interventions, mnemonic instruction, technology, self-management, and academic peer assistance interventions on academic performance for secondary level youth with disabilities. http://www.psocenter.org/

2. Life Skills Instruction

Ansell-Casey Life Skills Assessments (ACLSA)
Here you will find free and easy to use tools to help young people prepare for adulthood. The life skills assessments provide instant feedback. Customized learning plans provide a clear outline of next steps, and the accompanying teaching resources are available for free or at a minimal cost. http://caseylifeskills.force.com/

3. Employment Skills Instruction

Resumes, Interviewing, and other Employment Resources
The resources on this website are produced by WorkAbility IV (WAIV); a joint venture between the Department of Rehabilitation and the Center on Disabilities at California State University, Northridge (CSUN). This site provides tips for, and examples of, resumes, cover letters, interviewing and post interviewing etiquette. http://www.csun.edu/~hfdss006/workability/resumeservices.html

Partners in Employment
Partners in Employment is a six hour self-study course designed to help people with developmental disabilities find meaningful jobs and plan a career. Course participants create a resume or portfolio of their strengths, skills, and interests; learn how to network and identify potential employers; prepare for an interview; and understand the hiring process. There are NO registration fees. http://www.partnersinpolicymaking.com/employment/index.html

Employment Resource for Youth and Adults with Limited to No Reading Skills
This seven CD ROM resource is designed for youth in transition from school to work, adults with disabilities, and individuals with limited reading skills.
Your Employment Selections (YES) is a reading-free, job preference and career exploration program that shows tasks related to 120 different jobs using motion video on CD-ROM. For more information go to http://www.trisped.org and select the "Transition/Job Selection" Tab

4. Career and Vocational Curricula

Helping Young People Get a Headstart on Careers The website offers online resources that cater to ages 11-15, seeking information about careers in science, technology, engineering, and math. Funworks was created by the Gender, Diversity, and Technology Institute at Education Development Center. http://www.thefunworks.org/

5. Self Determination/Self Advocacy

The Self-Determination Technical Assistance Centers Project This site provides resources and information for promoting self-determination practices for students with disabilities. Information for this site was gathered from four program sites identified as providing “exemplary practices” for promoting self-determination for students age 11 to 21 with mild, moderate, and severe disabilities. http://www.sdtac.uncc.edu/

Association of Youth Leadership Forums (AYLF) The purpose of the Association of Youth Leadership Forums (AYLF) is to improve employment and independent living outcomes of youth with disabilities transitioning from high school by promoting the replication of the California Model: Youth Leadership Forum for Students with Disabilities (YLF). This site provides contact information of state contacts that hold summer forums providing leadership training though this model. http://www.aylf.net/

National Youth Leadership Network The National Youth Leadership Network (NYLN) is dedicated to advancing the next generation of disability leaders. The NYLN promotes leadership development, education, employment, independent living, and health and wellness among young leaders representing the diversity of race, ethnicity and disability in the United States. NYLN fosters the inclusion of young leaders with disabilities into all aspects of society at national, state and local levels and communicates about issues important to youth with disabilities and the policies and practices that affect their lives. http://www.nyln.org

6. Support Services

U.S. Department of Justice Americans with Disabilities Act (ADA) The American with Disabilities Act’s Home Page offers background information and access to resources related to ADA. http://www.ada.gov/

Employment Rights of People with Intellectual Disabilities This question-and-answer document addresses the application of the Americans with Disabilities Act (ADA) to persons with intellectual disabilities in the workplace. This publication is available at: http://www.eeoc.gov/facts/intellectual_disabilities.html
The Office of Disability Employment Policy (ODEP)
The Office of Disability Employment Policy (ODEP) provides national leadership on disability employment policy by developing and influencing the use of evidence-based disability employment policies and practices, building collaborative partnerships, and delivering authoritative and credible data on employment of people with disabilities. This website provides information for service providers, youth and families, state partners, and employers. [http://www.dol.gov/odep](http://www.dol.gov/odep)

7. Assessment

Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational & Career Development Challenges
This guide is for who assist youth in making decisions and choices based on appropriate assessments that focus on the talents, knowledge, skills, interests, values, and aptitudes of each individual. Youth service practitioners will find information on selecting career-related assessments, determining when to refer youth for additional assessment, and on other issues such as accommodations, legal issues, and ethical considerations. Administrators and policymakers will find information on developing practical and effective policies, collaboration among programs, and interagency assessment systems. [http://www.ncwd-youth.info/career-planning-begins-with-assessment](http://www.ncwd-youth.info/career-planning-begins-with-assessment)

Age-Appropriate Transition Assessment Guide
This link provides information on transition assessment ranging from how to conduct assessments to choosing appropriate assessments for students. [http://www.nsttac.org/?FileName=tag](http://www.nsttac.org/?FileName=tag)

8. Structured Work Experience

National Service-Learning Clearinghouse
This site provides information related to service-learning and individuals with disabilities. The bibliographies highlight online lesson plans, online articles, print resources, and videos and other media on service-learning and disabilities. [http://www.servicelearning.org/instant_info/bibs/cb_bibs/indiv_disab/](http://www.servicelearning.org/instant_info/bibs/cb_bibs/indiv_disab/)

III. Interagency Collaboration

1. Collaborative Service Delivery

Work Support.Com
The purpose of the Virginia Commonwealth University RRTC on Workplace Supports and Job Retention is to study supports that help individuals with disabilities maintain employment and advance their careers. The primary stakeholders for this project are persons with disabilities, with an emphasis on those who are unemployed, underemployed, or at risk of losing employment. [http://www.worksupport.com/](http://www.worksupport.com/)

Community Resource Mapping
This guide provides step-by-step instructions on understanding, planning, and engaging in coordinating community resources that support the transition of youth with disabilities to adult life. Designed for use at the federal, state, and local levels, it provides numerous practical tools and resources for initiating a resource mapping process. 
http://www.ncset.org/publications/essentialtools/mapping/default.asp

**Paving the Way to Work: A Guide to Career-Focused Mentoring**
The creation of the Mentoring Guide is rooted in the U.S. Department of Labor’s Office of Disability Employment Policy’s (ODEP) charge to find and promote the most effective research-based policies and practices to improve transition outcomes for youth with disabilities. Mentoring is recognized as one of the most important strategies for assisting youth in making a positive transition into adulthood. The Guide can be found at http://www.ncwd-youth.info/resources & Publications/mentoring.html

**Shared Work**
This site is designed to support and facilitate the shared work that occurs among individuals, organizations and agencies at the local, district, state, and national levels. www.sharedwork.org

**School-Business Partnerships**
For information on National Association of Secondary School Principals’ high school and middle school reform initiatives, school-business partnerships, and presentations on school-business partnerships go to: www.principals.org and/or www.corpschoolpartners.org.

2. **Collaborative Framework**

**Interagency Transition Team Development and Facilitation**
This guide, relevant to national, state, and local levels, offers instruction on (a) how to build an effective interagency transition team; (b) how to determine initial roles, responsibilities, and the team vision; (c) how to conduct interagency transition team meetings; and (d) how to determine whether or not your interagency transition team is making progress and meeting its goals.
http://www.ncset.org/publications/essentialtools/teams/default.asp

**The Bazelon Center’s Fact Sheets**
Fact sheets on 57 programs have been prepared by the center, run by over 20 different agencies in nine departments of the federal government. These federal programs address the wide range of needs of youth with serious mental health conditions who are transitioning into adulthood.
http://bazelon.org.gravitatehosting.com/

**The Rehabilitation Services Administration (RSA): Promising Practices for Basic VR Agencies Helping Transition Age Youth**
These RSA identified promising practices provide useful samples of programs and services that promote youth with disabilities transitioning from school to employment. Contact information is provided for each practice. http://www.ed.gov/rschstat/eval/rehab/promisingpractices/transition-age/index.html
Paving the Way to Work: A Guide to Career-Focused Mentoring
Mentoring is recognized as one of the most important strategies for assisting youth in making a positive transition into adulthood. This Guide is intended for individuals designing mentoring programs for youth, including youth with disabilities, in the transition phase to adulthood. http://www.ncwd-youth.info/resources & Publications/mentoring.html

IV. Family Involvement

1. Family Involvement

Family Friendly Checklist for Organizations
In an effort to increase awareness about family friendly organizations, the Ohio Family Support Council developed two Family Friendly Check Lists: one for families and one for staff in organizations. The Check Lists can help administrators determine if their organization has adopted family friendly practices and may give the staff of an organization ideas for improving family friendly approaches in specific areas. Administrators can also compare staff perceptions compared to family member responses. The Check List for agencies can be found here: http://www.fcf.ohio.gov/dotAsset/7126.pdf The Check List for families can be found here: http://www.fcf.ohio.gov/dotAsset/7128.pdf

2. Family Empowerment

NICHCY Connections... to Transition Resources for Parents
This website provides a collection of transition materials written especially for parents and other concerned family members to help prepare their son, daughter, or family member for transition to adulthood. http://www.nichcy.org/resources/transition_parents.asp

Bridges 4 Kids
This site is sponsored by a non-profit parent organization providing a comprehensive system of information and referral for parents and professionals working with children from birth through transition to adult life. Bridges4Kids also supports non-profits that share our mission with web design, data collection, telephone referral services and technical assistance. http://www.bridges4kids.org/

The PACER Center
The mission of PACER Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. Technical Assistance on Transition and the Rehabilitation Act (TATRA) and other Parent Information and Training projects help families learn how they can help youth with disabilities prepare for independent living, access adult service systems, and work effectively with professionals. http://www.pacer.org/

The ARC Of Illinois: Family Manual for Transition to Work and Adult Services
This guide provides a detailed look at what steps can be taken to help an individual with developmental disabilities transition from the school system and various services to the workforce and/or adult services. Many useful
resources are provided, as well as checklists of steps to take. http://
www.isbe.state.il.us/iicc/pdf/arc_family_manual.pdf

3. Family Training

**Technical Assistance Alliance for Parent Centers**
The Technical Assistance Alliance for Parent Centers is an innovative
project that supports a unified technical assistance system for the purpose of
developing, assisting and coordinating Parent Training and Information
Projects and Community Parent Resource Centers under the Individuals
with Disabilities Education Act (IDEA). It is funded by the U.S. Department of
Education, Office of Special Education Programs.
http://www.taalliance.org/

V. Program Structure

1. **Program Philosophy**

**NICHCY Connections... to Transition 101**
*Transition 101* kicks off NICHCY’s suite of transition pages and provides a
critical foundation for understanding transition law and practice. Valuable
resources are listed within this website providing additional information on
effective transition policy and practices along with organizations related to

2. **Program Evaluation**

**Special Education: Federal Actions Can Assist States in Improving
Postsecondary Outcomes For Youth**
The U.S. General Accounting Office report provides information on the
proportion of IDEA students completing high school with a diploma or
alternative credential and their post-secondary status. It also describes the
transition problems being reported and state and local actions addressing

3. **Strategic Planning**

**The National Collaborative on Workforce and Disability for Youth (NCWD/
Youth)**
This collaborative, funded by ODEP, is composed of partners with expertise
in disability, education, employment, and workforce development policy and
practice. They are charged with assisting state and local workforce
development systems integrate youth with disabilities into their service
strategies. The site provides information on the basics of the workforce
development system. Guideposts are also available that are research and
evidence based frameworks that can be adapted by state and local policy
and program operators as well as help guide youth and families in planning
and preparing for the future. In addition, a database of results-based, high-
quality programs and services is provided. http://www.iel.org/programs/
cwrd.html

**NICHCY Connections... to Transition Resources for Professionals**
This site is designed to help those who work with teens with disabilities
transitioning to adulthood by providing a list of research and materials to guide in planning programs for effective secondary transition.

http://www.nichcy.org/resources/transition_professionals.asp

**NICHCY Connections... to Transition for Students with Specific Disabilities**
Information on transition materials related to specific disabilities is available at this site. http://www.nichcy.org/resources/transition_disab.asp

**Diploma Options for Students with Disabilities: Synthesis of the NCEO Document**
This In-Brief Policy Analysis is a synthesis of a National Center on Educational Outcomes study on state graduation policies that also compared the results to three similar, prior NCEO studies. Results are described in the areas of graduation requirements for youth with and without disabilities, diploma options available, state use of exit exams and consequences of graduation requirements and diploma options. Available in PDF:


**Ed Facts: Special Education in the New National Education Data System**
This In-Depth Policy Analysis summarizes interviews with seven state special education directors and/or data managers, and each state’s EDFacts coordinator, regarding the state’s submission of special education data via EDFacts. Findings regarding state staffing, interaction between general and special education divisions, effect of EDFacts on SEA structure and operations, changes in special education reporting, technical assistance from the DOE for the transition to EDFacts, and the benefits and challenges of EDFacts are reported. Available in PDF: http://projectforum.org/docs/EDFactsSpecialEducationintheNewNationalEducationDataSystem.pdf

4. Program Policy

**US Department of Education Office for Civil Rights**
This site provides helpful information for students with disabilities transitioning to post-secondary education. A list of resources is provided on information related to disability discrimination issues.

http://www.ed.gov/about/offices/list/ocr/disabilityresources.html

**Employer Guideposts for Success**
Developed by the National Collaborative on Workforce and Disability, this document provides a framework detailing what the workforce development system can do to address employers’ needs with regard to hiring any job applicant, as well as additional needs employers may have in hiring and retaining employees with disabilities.


5. Human Resource Development
Cultural and Linguistic Diversity: Implications for Transition Personnel
This publication summarizes current research on transition issues and Culturally and Linguistically Diverse (CLD) youth with disabilities. It also offers information on how transition personnel can effectively support these youth by building on their strengths and enhancing natural supports available within their families and communities. Also included are several practical tools and information on further resources. http://www.ncset.org/publications/essentialtools/diversity/default.asp

Transition Coalition
This University of Kansas website maximizes professional development focusing on secondary school reform and transition at the national, state, and local levels. It is a professional development forum with research backed technical assistance methods. http://transitioncoalition.org/transition/

6. Resource Allocation

Social Security Online – The Redbook
A summary guide to employment support for individuals with disabilities under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs. http://www.socialsecurity.gov/redbook/eng/main.htm

Work Incentive Planning and Assistance (WIPA) Projects
This site provides an updated list of Community Work Incentive Coordinators who offer information and technical assistance in your state on the work incentives that help Social Security Disability (SSDI) and Supplementary Security Income (SSI) beneficiaries return to work. http://www.ssa.gov/work/wipafactsheet.html

CareerOneStop
CareerOneStop is a U.S. Department of Labor-sponsored Web site that offers career resources and workforce information to job seekers, students, businesses, and workforce professionals to foster talent development in a global economy. http://www.careeronestop.org/

7. High School Reform

Breaking Ranks
These links provide information on two documents that describe direction for high school principals to make schools more student-centered: For and Executive Summary on Breaking Ranks: Changing an American Institution go to: http://www.greaterexpectations.org/briefing_papers/BreakingRanks.html
For the Executive Summary on Breaking Ranks II go to: http://www.nassp.org/Content/158/BRII_exec_summary.pdf

8. Community-Based Instruction

Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act
This manual provides information and examples that school personnel can use to operate effective work-based learning programs consistent with the Fair Labor Standards Act (FLSA).

http://www.ncset.org/publications/essentialtools/flsa/default.asp

9. Programs for students 18-21

Office of Vocational and Adult Education (OVAE)
The OVAE website has information, research, and resources to help prepare young people and adults for postsecondary education, successful careers, and productive lives.
http://www.ed.gov/about/offices/list/ovae/index.html

On-Campus Outreach....Supporting transition best practices in postsecondary settings for students with significant disabilities
This University of Maryland website provides articles, fact sheets, on-line training modules, contacts for programs in Maryland, and related websites on serving students with intellectual disabilities in postsecondary settings who still receive special education services in public schools.
http://www.education.umd.edu/oco/index.html

The College Navigator
This website offers a variety of enhanced and easy-to-use features to help students and parents learn about colleges and universities. The site offers information about nearly 7,000 postsecondary institutions in the United States. http://nces.ed.gov/collegenavigator/

Virginia Commonwealth University RRTC on Workplace Supports and Job Retention
This site provides extensive information on effective practices for assisting individuals with disabilities gain and maintain employment. The resource section had multiple materials related to employment and job retention for individuals with disabilities. http://www.worksupport.com

Transition Coalition’s 18-21 Programs Database
This database contains descriptions of over 100 community-based transition programs for students ages 18-21 from across the United States.
http://transitioncoalition.org/transition/18-21/index.php

Heath Resource Center
The HEATH Resource Center Clearinghouse has information for students with disabilities on educational disability support services, policies, procedures, adaptations, accessing college or university campuses, career-technical schools, and other postsecondary training entities. They also have information on financial assistance, scholarships, and materials that help students with disabilities transition into college, university, career-technical schools, or other postsecondary programs.
http://www.heath.gwu.edu/

10. Adult Services

U.S. Department of Labor, ODEP, Customized Employment
ODEP established a Customized Employment initiative to build the capacity
of workforce systems to serve all customers, including individuals with disabilities. The strategies developed through this initiative can assist all workforce customers who have complex needs and may require more individual assistance to achieve their employment goals. The Customized Employment initiative also focuses on incorporating universal strategies into all aspects of workforce services. This site provides information on developing and establishing customized employment strategies. [http://www.dol.gov/odep/topics/CustomizedEmployment.htm](http://www.dol.gov/odep/topics/CustomizedEmployment.htm)

**Disclosure Decisions Guide: To Get the Job**
This document is designed to help individuals with a disability choose whether to disclose (share) his or her disability with an employer. Primary factors to consider include whether accommodations will be needed on the job or whether a disability is visible or hidden. Other aspects related to the employer and the company may also influence your decision. Follow this disclosure decision guide to determine what will work best for you. The guide can be found at [http://www.worksupport.com/research/viewContent.cfm/585](http://www.worksupport.com/research/viewContent.cfm/585)

**The Abilities Fund**
The Abilities Fund calls itself the "first and only community developer targeted exclusively to advancing entrepreneurial opportunities for Americans with disabilities." To learn more about The Abilities Fund, go to [http://www.abilitiesfund.org/](http://www.abilitiesfund.org/)

**The Center for Workers with Disabilities**
The Center for Workers with Disabilities is a technical assistance center for states enhancing or developing employment supports programs for working persons with disabilities; most of the 30 plus states supported by the Center are supporting employment supports development with Medicaid Infrastructure Grant (MIG) funds established under the Ticket to Work and Work Incentives Improvement Act of 1999 (P.L. 106-170). For more information go to [http://www.aphsa.org/disabilities/](http://www.aphsa.org/disabilities/)

**United We Ride (UWR)**
UWR is a federal interagency initiative aimed at improving the availability, quality, and efficient delivery of transportation services for older adults, people with disabilities, and individuals with lower income. [http://www.unitedweride.gov/1_1390_ENG_HTML.htm](http://www.unitedweride.gov/1_1390_ENG_HTML.htm)

TECHNICAL ASSISTANCE CENTERS

**The IDEA Partnership Project** (at NASDSE): see Transition Community of Practice: [http://www.ideapartnership.org](http://www.ideapartnership.org)


CLASSIC, PRINT-BASED RESOURCES

History of Transition:


Postschool Outcomes:


**Interagency Collaboration:**


**Personnel Preparation:**


**Current Issues/Research:**


**Current Issues/Standards-based Education:**
