



NTACT

National Technical Assistance Center on Transition



Top NTACT Resources for Transition Specialists

The National Technical Assistance Center on Transition (NTACT) is a Technical Assistance and Dissemination project funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation's Services Administration (RSA). NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. As a part of these efforts, NTACT creates, organizes, and disseminates information to help districts, schools, and teachers support students with disabilities in order to help them achieve positive in-school and post-school outcomes. The NTACT website contains resources to assist practitioners in implementing quality transition practices based on the best available evidence. We have identified the following 13 resources as some of the most useful for transition specialists or coordinators.

1. [Taxonomy of Transition Programming 2.0](#)

- **What it is:** The purpose of the Taxonomy of Transition Programming is to provide a framework for transition programming that is focused on improving post-school outcomes for students with disabilities. This resource builds upon the previous taxonomy of transition programming (Kohler, 1996) and includes the same five practice categories: Student-Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. However, it provides additional practices in the areas of (a) student supports and instructional context within Student Development, (b) school climate within Program Structure, and (c) a focus on cultural relevancy, empowerment, and family preparation within Family Engagement. This tool includes the most recent research conducted on predictors of post-school success, strategies for increasing graduation and reducing dropout rates, school climate, and vocational rehabilitation services aimed to increase successful transition of youth with disabilities in postsecondary education and employment.
- **How to use it:** This can be used to plan, organize, and evaluate transition education, services, and programs. From that evaluation, the information can be used to guide the implementation of transition programming.

2. [Age Appropriate Transition Assessment Toolkit](#)

- **What it is:** This toolkit provides an overview of (a) what is a transition assessment, (b) why we conduct transition assessments, (c) how to select instruments and methods, and (d) how to conduct an age appropriate transition assessment. Within the next sections of the toolkit there are sample instruments, a survey of transition assessment planning practices, a transition assessment implementation timeline, and informative links and other sources of information.

- **How to use it:** This toolkit can be used by a transition specialist to help inform practices of secondary special education teachers and to provide resources to those teachers. This toolkit can also be used for professional development and training for conducting age appropriate transition assessments.

3. [Indicator 13 Checklist](#)

- **What is it:** These are one-page checklist that will help you determine whether or not a student’s IEP includes postsecondary goals and a clear plan for the student’s transition to postsecondary education, employment, and independent living.
- **How to use it:** This can be used to check the transition component of secondary students’ IEPs and can be used to train teachers on how to use this checklist as they are writing IEPs for students.

4. [Resources for Indicator B-14: Post-School Outcomes](#)

- **What it is:** Within this section of the website there is a document to explain what Indicator 14 is, as well as, resources for collecting, analyzing, and using indicator 14 data for schools and districts. There are a variety of tools located in this section.
- **How to use it:** These tools can assist transition specialists in collecting, analyzing, and using Indicator 14 data. There are also resources to assist in contacting hard to find youth, tips for engaging parents and family members, and strategies for increasing response rates.

5. [NCDPI Summary of Performance \(SOP\)](#) and [Summary of Performance \(SOP\) Packet](#)

- **What it is:** The Summary of Performance is required (IDEA, 2004) and intended to provide a student with a summary of their academic and functional performance to assist the young person in accessing services and resources to achieve their postsecondary goals. These are both Summary of Performance forms that can be used to guide the Summary of Performance process.
- **How to use it:** Transition specialists can use these forms to help guide the Summary of Performance process and provide examples to help teachers with what needs to be done during this part of the transition planning process.

6. [A Birth to Adult View of Transition Education](#)

- **What it is:** This is a research-based flow-chart of consideration for transition education and services, as well as, possible outcome measures that can be used from birth to until after high school.
- **How to use it:** This can be used to assist in the implementation of transition education and programming at all levels and as a guide for measuring transition services from Pre-K through high school.

7. [NTACT Predictor Implementation Self-Assessment \(PISA\)](#)

- **What it is:** This checklist provides schools, districts, or other stakeholders in secondary transition with a framework for determining the degree to which their program is implementing practices that are likely to lead to more positive post-school outcomes for students with disabilities. The predictor categories listed have been extracted from high quality correlational research with students with disabilities.
- **How to use it:** A transition specialist could use the predictor definitions, program characteristics, degree of implementation, and evidence of implementation scales to guide decisions regarding program strengths, needs, and priorities for change. They can use it to work with administrators on how to create transition programs and improve current program in place based on the data from the PISA.

8. [Aligning Evidence-Based Practices and Predictors](#)

- **What it is:** This tool provides evidence-based practices that support the implementation of in-school predictors of post-school success. The first column lists the predictor, the second column lists related EBPs to assist with implementation, and the third column lists additional resources with links to additional resources to help with program improvement.
- **How to use it:** This resource can be used after using PISA as a planning tool for transition specialists. This can be used to assist in implementing evidence-based practices in the areas the team has chosen to target based on the results of the self-assessment. Within this tool there is a link to the [Effective Practices and Predictors Matrix](#) which provides direct links to practice descriptions on the website for specific practices listed within this resource. Within the practice descriptions are links to lesson plans for the practice. This resource can also be shared with teachers to assist them in providing instruction in these areas.

9. [Decreasing Dropout Rates of Minority Male Youth with Disabilities](#)

- **What is it:** Young male students with disabilities drop out of high school at a higher rate than their peers. The lack of a high school diploma leaves these individuals prone to unemployment, poverty, and homelessness; they are more likely to be incarcerated and suffer from a host of mental and emotional challenges than they would if they had finished twelfth grade. For males of certain ethnicities—African American, American Indian, and Hispanic—that dropout rate is even higher. Yet, there appears to be limited research on why these students drop out and what can be done to keep them in school.
- **How to use it:** The Policies section of this resource can guide a transition specialist as they consider practices to guide at the school building level to increase engagement of this population of students. Additionally, the Recommendations section of the report can be referenced to assist a transition specialist in using data to target students in need of intervention and to select specific strategies for students at risk of dropping out of school.

10. [Guide to Developing Collaborative School-Community-Business Partnerships](#)

- **What it is:** Employment is the ultimate goal for students with disabilities and we know work based learning experiences during school supports full employment after graduation. This guide explains how to implement an effective collaborative process for both individual and

systems level outcomes. It provides useful approaches, policies, and strategies to facilitate partnerships that result in better outcomes for students and youth with disabilities and benefits for collaborating partners.

- **How to use it:** This guide can be used to assist in development of collaborative partnerships between the school, community, and local businesses. It can help in identifying areas to focus on and provide resources to implement strategies to build relationships with the community and local businesses.

11. [Diploma Options Report](#)

- **What it is:** This report from Achieve and the National Center on Educational Outcomes (NCEO) report describes diploma options available to students with disabilities in each state for the graduating class of 2015. Additionally, it compares the courses and testing requirements for earning a regular diploma in each state for students with disabilities and their peers without disabilities.
- **How to use it:** This report can assist in defining the diploma options available in each state to help inform parents and students when choosing a diploma pathway for their student. It can also be used to inform teachers of the diploma pathways available for students and offer guidance on what students would be appropriate for each pathway.

12. [Work Based Learning Experiences Timeline](#)

- **What it is:** This timeline shows the types of work based learning experiences that can occur at each grade level beginning with elementary and middle school and continuing through grades 9, 10, 11, 12, and for ages 18-21.
- **How to use it:** This timeline can be used to guide the development of work based learning experiences at all grade levels and provide examples of the types of experiences they can incorporate into their district's middle and high school classrooms.

13. [Webinars](#)

- **What it is:** NTACTION offers webinars periodically on a variety of transition topics (e.g., family involvement, transportation, self-determination). These are led by top researchers in the field of transition, practitioners, and other leaders in the area of secondary transition and are free.
- **How to use it:** Webinars can be used for professional development, to assist in training practitioners, and to inform secondary practitioners. After participating in the webinar, the information and resources can be shared with a district, school, teacher, or other individuals the webinar is relevant for. The webinars are archived on the website and are available to be viewed and shared after they occur as well.

14. Quick Guides:

[Mental Health and Secondary Transition](#)

- **What it is:** This Quick Guide describes best practices to assist transition age youth with mental health disorders. This resource describes the role mental health plays in secondary transition, the importance of mental health support, current research, and practices for this population of youth.
- **How to use it:** This guide can be used to find information on resources for mental health support during secondary transition, as well as, specific resources for administrators, school-level practitioners, mental health practitioners, vocational rehabilitation, and families. Resources specific to administrators include how to collaborate with mental health agencies, staffing considerations, training materials, and resources for building family relationships.

[Competitive Integrated Employment Quick Guide](#)

- **What it is:** This Quick Guide provides an overview of the definition of competitive integrated employment including support employment and customized employment as defined in WIOA (2014). This resource describes the importance of competitive integrated employment, the role it plays in secondary transition, current research, and practices for youth with disabilities.
- **How to use it:** This guide can be used to find information for competitive integrated employment during secondary transition and provide specific resources for families, administrators, youth, administrators, school-level practitioners, vocational rehabilitation.

[Transportation and Travel Tourism Quick Guide](#)

- **What it is:** This Quick Guide provides an overview Transportation and Travel Tourism and includes what it is, why it is important, how this applies to students with disabilities, current research, and additional resources for transportation and travel skills.
- **How to use it:** This guide can be used to find information on the primary source for Transportation and Travel skills and how it applies to youth with disabilities. It also can be used to provide specific resources for youth with disabilities, families, administrators, school-level practitioners, and vocational rehabilitation. It also provides additional resources relevant to secondary education. Transition specialists can use this resource to provide information to parents, students, teachers, vocational rehabilitation counselors, and administrators.

References

Kohler, P. D. (1996). *A taxonomy for transition programming: Linking research and practice*. Champaign, IL: Transition Research Institute, University of Illinois.

Workforce Innovation and Opportunity Act of 2014. Sec. 113, 29 USC 733.

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