



NTACT

National Technical Assistance Center on Transition



Top NTACT Resources for Teachers

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 10 resources as some of the most useful for both general education and special education teachers.

1. [Effective Practices and Predictors Matrix](#)

- **What it is:** This document provides a list of practices sorted by the level of evidence for each practice. The levels of evidence include evidence-based practices, research based practices, and promising practices for education, employment, and independent living. Each embedded link opens a (printable) document describing the practice, what students the practice has been implemented with, and how to implement it including links to lesson plans available on the practice.
- **How to use it:** Start with this document when you are deciding on which approach to use with a student or planning a course of study.

2. [Predictors by Outcome Area](#)

- **What it is:** An overview of the 20 identified in-school predictors of post-school success for students with disabilities in the areas of education, employment, and independent living. This document includes the predictors and then what outcome area(s) they have been correlated with.
- **How to use it:** As you are planning a student's transition services, use this to make sure you are addressing all the important indicators, or if you are evaluating a program, this can serve as a guide to identify strengths and areas of focus. For more detailed information use the [Effective Practices and Predictors Matrix](#), it has a full list of predictors that have been shown to help students move through middle and high school and into adult living.

3. [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:** Teachers can use this resource to focus on indicator(s) they want to improve on, and then find the practices and resources associated with those indicators. There is a link within this tool 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. Teachers can use this resource to assist them in providing instruction in these areas.

4. [Annotated Bibliographies](#)

- **What it is:** You have to use data to drive decisions and involve families in the process, for example, and you want to make sure you are making decisions that will have a positive impact. The annotated bibliographies (at the bottom of the [Effective Practices](#) page) provide an overview of the practice and what researchers have studied and determined about this practice. The guides, like these on [data-based decision making](#) and [peer mediated supports](#), are written in language that you can quickly and easily share with school leaders and teachers.
- **How to use it:** Print them out for reading before a professional development to develop background knowledge that can be applied to your school's programs.

5. 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, teachers, mental health practitioners, vocational rehabilitation, and families. This is a resource you can use when working with students with mental health needs, as well as, a place to find resources you can share with other members of the transition team including parents and students.

[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. New teachers can use this guide to provide specific resources for your students and their families.

[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. New teachers can use this guide to provide resources to parents, students, and other teachers.

[Universal Design for Learning](#)

- **What it is:** This Quick Guide provides an overview of Universal Design for Learning (UDL) in secondary education including what it is, why it is important, and the research supporting UDL at the secondary level.
- **How to use it:** This guide can be used to find information on the primary source for UDL strategies, research, and professional development. It also provides resources specific to families, administrators, and school-level practitioners. New teachers can use this resource to provide information to parents, students, and other teachers and as a way to find practices specific to secondary school to use in their classroom.

6. [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 the 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.

7. [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.

8. [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 resource provides a process for planning, organizing, and evaluating transition education, services, and programs. It breaks down each of the taxonomy areas and provides examples of ways to implement transition programming.

9. [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 teachers incorporate into their middle and high school classrooms.

10. [Transition Fair Toolkit](#)

- **What it is:** This toolkit is a practical guide for local educators and leaders who are thinking about, in the process of, or looking to improve a transition fair. It provides descriptions of essential components of a transition fair, along with detailed planning tools and resources for implementation.
- **How to use it:** This can be used to help develop a transition fair for a school and/or community. Teachers can use this toolkit to connect with helpful resources in their community for students and families during the transition process.

References

Kohler, P. D. (1996). *A taxonomy for transition programming: Linking research and practice*. Champaign,

IL: Transition Research Institute, University of Illinois.

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