Top NTACT Resources for Vocational Rehabilitation Counselors

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 vocational rehabilitation counselors.

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.

   Competitive Integrated Employment Toolkit (DRAFT)

   ➢ **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. **The current version of this resource is in draft form during final review and formatting for full web accessibility.**

2. [**Effective Vocational Rehabilitation Practices and Predictors Matrix**](#)

➢ **What it is:** This tool provides research based and promising practices for Vocational Rehabilitation. Within this document there are links to these practices and within the practice description there are links to additional information on how to implement the practices.

➢ **How to use it:** This resource can be used by Vocational Rehabilitation Counselors to implement practices supported by research with their clients. This document includes a variety of resources that can be used to assist VR counselors in providing direct services.

3. [**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.

4. **Visuals of School Community Business Partnership Guide**

[**Business Partner Engagement Strategies**](#)

[**Community Agency and Program Partners**](#)

[**Family Role in Systems and Individual Student**](#)

[**Partners and Benefits**](#)

[**Schools-Community-Business Partners and Roles**](#)

[**Strategies to Engage Education Partners**](#)

- ➢ **What it is:** These are visual representations of each area of the guide to developing collaborative school-community-business partnerships. Each visual gives an overview of one section of the guide.

- ➢ **How to use it:** These visuals, or infographics, can be used to help explain each section of the guide quickly and to a variety of audiences. These can also be used when you want to refer quickly to a section and just need the overview of that section. These can be used in training sessions or when working with clients and families.

5. **Using Vocational Rehabilitation Data**

- ➢ **What it is:** This is a PowerPoint from National Capacity Building Institute (Fabian & Neubert, 2015) on using data to improve outcomes for transitioning youth. This presentation includes guidance on the use of VR data sources for program improvement, as well as, useful information on how to use data as a way to engage with stakeholders, overcome challenges, and improve VR services.

- ➢ **How to use it:** This PowerPoint can be used for training sessions and to inform VR practices. This can also be used for guidance on how to share VR data with others and use data in a meaningful way.

6. **Webinars**

- ➢ **What it is:** NTACT offers webinars periodically on a variety of transition topics (e.g., family involvement, transportation, competitive integrated employment). 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 and to learn more information about specific topics. After participating in the webinar, the information and resources can be shared with 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.

7. **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.

8. **Presentation on WIOA (2014) and Section 511**

- ➢ **What it is:** This PowerPoint on Workforce Innovation & Opportunity Act (WIOA) and Section 511 Impact on Employment Outcomes (Johnson & Owens, 2016) provides information on section 511 of the rehabilitation act, identifies actions SEAs, LEAs, and Vocational Rehabilitation Agencies need to take, and identifies resources to assist with Section 511.

- ➢ **How to use it:** This PowerPoint could be used to assist in training sessions and to provide additional information for vocational rehabilitation counselors about WIOA and Section 511. The resources listed in this presentation can be used to inform practices and assist in providing information specific to section 511 for schools, students, families, and other stakeholders in the transition process.

9. **Annotated Bibliographies**

Assistive Technology

- ➢ **What it is:** This annotated bibliography provides relevant research and Internet resources to update families, special education professionals, and researchers on what is currently known related to assistive technology and secondary transition procedures. Information is provided on the following topics assistive technology (AT) and transition, assistive technology and postsecondary education, assistive technology and employment, assistive technology and independent living, and Augmentative and Alternative Communication (AAC) and transition. Additional resources on the topic are provided.

➢ **How to use it:** This tool can be used to gain useful information on using AT within employment settings, as well as, other activities within in transition. It can be used to help guide services for students who need AT and provides resources to help with the implementation of services. Additionally, resources are provided that can useful tools and up to date information on the latest trends with assistive technology.

Cultural Diversity and Secondary Transition

➢ **What it is:** This annotated bibliography provides relevant research and resources regarding issues and strategies in transition planning with CLD students. The references are organized in the categories of "Issues in Transition Planning for CLD Youth" and "Strategies for Transition Planning for CLD Youth." Additionally, a table of resources is provided as a quick reference tool.

➢ **How to use it:** This tool can be used to gain useful information on issues facing CLD youth and their families during transition planning and strategies for working with this population of students and their families. This can be used to assist VR counselors in working with diverse youth and their families, as well as, provide them with useful resources.

Parent and Family Involvement

➢ **What it is:** This annotated bibliography provides sources that define parent and family involvement and offer suggestions for how to involve families in the transition planning process. The information is organized by the following categories: parents of students with autism, emotional/ behavior disabilities, learning disabilities, intellectual disabilities, and culturally diverse families.

➢ **How to use it:** This tool can be used to guide VR counselors in working with families of students with disabilities and how to engage them in the process. It an also be used as a training tool and inform practices of working with families.

References

Fabian, E., & Neubert, D. (2015). *Using VR Data to Improve Outcomes for Transitioning Youth*. Oral

presentation at the Capacity Building Institute: Improving Postsecondary Outcomes for All

Students with Disabilities, May 2015, Charlotte, NC.

Johnson, C., & Owens, L. (2016). *Workforce Innovation & Opportunity Act (WIOA) and Section 511 on*

Employment Outcomes. Oral presentation at NTACT's Capacity Building Institute: Improving

Postsecondary Outcomes for All Students with Disabilities, May 2016, Charlotte, NC.

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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