WHAT SECONDARY SPECIAL EDUCATION TEACHERS NEED TO KNOW

David W. Test   Ozalle M. Toms   La'Shawndra C. Scroggins

National Secondary Transition Technical Assistance Center

nsttac

The University of North Carolina Charlotte

IDEAs
that Work
U.S. Office of Special
Education Programs

What Secondary Special Education Teachers Need to Know

Competency	Resource(s)

Within the First Month

1. Write IEPs that includes the required transition components
   - IDEA 2004
   - Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:
     - appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills
     - the transition services (including courses of study) needed to assist the child in reaching

1a. For resources on Wrightslaw there is a website that offers parents, educators, advocates, and attorneys accurate, reliable information about special education law, education law, and advocacy for children with disabilities. http://www.wrightslaw.com/idea/law.htm

1b. For resources on IDEA 2004 there is a website that provides a "one-stop shop" for resources related to IDEA and its implementing regulations. http://idea.ed.gov/

1c. For resources on Indicator 13 visit the NSTTACE Website at: http://nsttac.appstate.edu/content/personnel-development-resources

1d. Information on administrative skills to manage time and complete necessary paperwork can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-10

1e. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on special education policy can be located on the Beach Center's website at: http://www.beachcenter.org/disability_policy/idea.aspx

1f. Information on some of the most influential disability and education laws can be located on National Dissemination Center for Children with Disabilities' website at: http://nichcy.org/laws

those goals

- beginning not later than 1 year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority

Age 16 (Indicator 13)

- Current Measurement Language for Indicator 13 "Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services,

including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))

2. Have knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.

2a. For information on transition legislation:
See Chapter 2: Transition Legislation And Models (pp.29-53).
Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). *Transition planning for secondary students with disabilities.* Columbus, OH: Merrill Education.

2b. For information on transition legislation and policy:
See Chapter 2: Transition Legislation and Policy: Past and Present (pp. 24-53).
Rusch, F.R. (Ed.). (2008). *Beyond high school*: *Preparing adolescents for tomorrow's challenges* (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

2c. For more information on IDEA 2004 and transition
IDEA 2004: Improving Transition Planning and Results
http://www.ncld.org/at-school/your-childs-rights/iep-aamp-504-plan/idea-2004-improving-transition-planning-and-results

2d. Information on legal requirements for transition can be located on the Wrightslaw website at:
http://www.wrightslaw.com/info/trans.legal.bateman.htm.

2e. Information on some of the most influential disability and education laws can be located on National Dissemination Center for Children with Disabilities' website at: http://nichcy.org/laws

2f. Law Requirements of providing vocational rehabilitation services
34 CFR 361.48 - Scope of vocational rehabilitation services for individuals with disabilities. More information on law requirements of providing vocational rehabilitation services may be found at:http://cfr.vlex.com/vid/361-vocational-rehabilitation-disabilities-19760833

3. Administer formal and informal transition assessment (i.e., self-determination, academic, career and vocational, independent living)

3a. For an Age Appropriate Transition Assessment Toolkit
NSTTAC's Website http://nsttac.appstate.edu/content/age-appropriate-transition-assessment-toolkit

3b. For information on when to conduct transition assessment:
http://nsttac.appstate.edu/sites/default/files/assets/pdf/TransitionAssessmentImplementationTimeline.pdf

3c. For information about transition assessment resources: This link includes sources for transition assessment information, which includes podcast, websites, and presentations

http://nsttac.appstate.edu/content/age-appropriate-transition-assessment-toolkit#other_resources

3d. For information about different types of transition assessments: Transition Coalition- this link provides reviews of various published transition assessments
http://transitioncoalition.org/transition/assessment_review/all.php

3e. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-03

4. Utilize formal and informal approaches for identifying students' interest and preferences and related to post school goals and educational experiences.	4a. For information about transition planning: **See Chapter 5**: Transition Assessment (pp. 103-133) Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008).*Transition planning for secondary students with disabilities.* Columbus, OH: Merrill Education.

4b. For information about transition assessments: **See Chapter 8**: Transition Assessment: Emerging Guidelines and Promising (pp. 178-199) Rusch, F.R. (Ed.). (2008). Practices. *Beyond high school: Preparing adolescents for tomorrow's challenges* (2n Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

4c. For information about transition assessments: **See Chapter 3**: Assessing for Transition (pp.60-87) Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities*. Columbus, OH: Merrill/Prentice Hall

4d. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-03 |
| 5. Use interest preferences of the individual with exceptional needs to develop post-school goals and educational objectives | 5a. From information on age-appropriate transition assessment: National Secondary Transition Technical Assistance Center (2010). Age-Appropriate Transition Assessment Guide (2nd ed.). University of North Carolina at Charlotte, A. R. Walker, L. J. Kortering, C. H. Fowler, & D. Rowe: http://nsttac.appstate.edu/content/age-appropriate-transition-assessment-toolkit

5b. For more information on topics related to transition visit the transition coalition website, that provides online information, support, and professional development on topics related to the transition from school to adult life for youth with disabilities. http://www.transitioncoalition.org/transition/ |

5c. Information on programs such as Access College that use evidence-based practices can be found on the Disabilities, Opportunity, Internetworking and Technology (DO-IT)website at: http://www.washington.edu/doit/

5d. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-03

5e. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on person-centered planning can be located on the Beach Center's website at: http://www.beachcenter.org/families/person-centered_planning.aspx

5f. Information on career interests, career exploration, work experience, and postsecondary options can be located on the Career One Stop's website at: http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx

6. Have knowledge of how to participate with a multi-disciplinary team

6a. For information on participating with a multi-disciplinary team: **See Chapter 9:** Collaborative Transition Services (pp.203-229) Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). *Transition planning for secondary students with disabilities.* Columbus, OH: Merrill Education.

6b. For information on participating with a multi-disciplinary team: **See Chapter 6:** Using Interagency and Interdisciplinary Teams to Enhance Transition Services (pp. 136-159) Rusch, F.R. (Ed.). (2008). *Beyond high school*: *Preparing adolescents for tomorrow's challenges* (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

6c. For information on participating with a multi-disciplinary team: PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project. Focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes. http://www.pacer.org/tatra/

6d. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-04

Within 3-6 Months

1. Identify job seeking and retention skills identified by employers as essential for successful employment

   1a. Pathway to College and Career Readiness
   http://www.careerclusters.org/resources/web/ks.php

   1b. What do most employers really want?
   http://www.quintcareers.com/job_skills_values.html

2. Collaborate with general education teachers to identify transition-focused instruction within academic content instruction

   2a. Bassett, D. S., & Kochhar-Bryant, C. A. (2006). Strategies for aligning standards-based education and transition. *Focus on Exceptional Children, 39*(2), 1–20.

   Describes secondary reform efforts that incorporate both standards-based education and a focus on the skills needed for successful transition to postsecondary education and employment. Asserts that a focus on transition should be implemented as a comprehensive reform effort, aligning high-quality standards with options and pathways for how students can achieve postsecondary goals.

   2b. See www.nsttac.org for updated guidance and resources on this topic.

   2c. The Department of Education "Best Practices" Resources
   ED's Doing What Works website is a growing collection of research-based instructional practices. Currently it provides information on topics such as:
   - Early Childhood Education
   - English Language Learners
   - Math and Science
   - Psychology of Learning
   - And more...
     http://www2.ed.gov/rschstat/best-practices.html

3. Evaluate students' educational program with respect to measureable post-school goals and alignment of those goals with instructional

   3a. Indicator 13 Training Materials
   http://www.nsttac.org/content/web-based-examples-and-nonexamples-sppapr-indicator-13-checklist-overview

activities

3b. For information on transition goal planning: **See Chapter 5:** (pp. 95-109). Writing the Transition Individualized Education program. Wehman, P. (2011) *Essentials of Transition Planning* Baltimore: Paul Brookes Publishing Co.

3c. Training modules regarding transition compliance (i.e., *Best Practices*) and Transition Assessment can be found at: http://www.transitioncoalition.org/transition/module_home.php

4. Utilize methods for providing work-based instruction by setting up job site in the community

4a. For information about community-based training: NSTTAC State Transition Resources Search http://www.nsttac.org/content/transition-map

5. Provide community-based education for individuals with exceptional learning needs

5a. Information about community-based training can be located in: **See Chapter 2: Individual and Community Transition Planning (pp. 23-39)** Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co.

6. Have knowledge of how to participate with a multi-disciplinary team

6a. For information on participating with a multi-disciplinary team: **See Chapter 7: Interagency Collaboration: It Takes Communication to Support Transition (pp. 160-175)** Rusch, F.R. (Ed.). (2008). *Beyond high school*: *Preparing adolescents for tomorrow's challenges* (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

6b. For information on participating with a multi-disciplinary team: **See Chapter 8: Preparing Students for Employment: Community-Based Preparation (pp.252-294)** Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities* Columbus, OH: Merrill/Prentice Hall.

6c. For information on participating with a multi-disciplinary team: **See Chapter 4: Planning for the Future, One Student at a Time (pp. 75-93)** Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co.

6d. For information on participating with a multi-disciplinary team: **See Chapter 6: Implementing the Transition Individualized Education Program (pp. 111-125)** Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co.

6e. Information on interagency collaboration can be found in: **See Chapter 7: Interagency Collaboration: It Takes Communication to Support Transition (pp. 160-175)** Rusch, F.R. (Ed.). (2008). *Beyond high school*: *Preparing adolescents for tomorrow's challenges* (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

6f. The purpose of Interagency Collaboration Annotated Bibliography is to provide educators and researchers with information about (a) interagency collaboration models and strategies, (b) roles and responsibilities of schools, communities, and agencies, (c) issues and barriers to effective collaboration, and (d) interagency collaboration in practice. Finally, it should be noted that none of the following models or programs have been identified as evidence-based.
The annotated bibliography may be retrieved from:
http://nsttac.appstate.edu/content/interagency-collaboration-annotated-bibliography

7. Match skills and interest of the student to skills and demands required by postsecondary education settings, vocational employment settings, community residential situation, and other community participation options.

7a. For more information on student focused planning: **See Chapter 8: Preparing Students for Employment: Community-Based Preparation (pp.252-294)** Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities* Columbus, OH: Merrill/Prentice Hall.

7b. For information on advising high school students with postsecondary options, visit The George Washington University Heath Resource Center at:
http://www.heath.gwu.edu/assets/33/toolkit.pdf

7c. For information on teaching awareness of postsecondary options, visit The George Washington University Heath Resource Center at: http://www.heath.gwu.edu/modules/awareness-of-postsecondary-options/

7d. Information on programs such as Access College that use evidence-based practices can be found on the Disabilities, Opportunity, Internetworking and Technology (DO-IT)website at:
http://www.washington.edu/doit/

7e. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-03

7f. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on person-centered planning can be located on the Beach Center's website at: http://www.beachcenter.org/families/person-centered_planning.aspx

7g. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on community participation can be located on the Beach Center's website at: http://www.beachcenter.org/families/participating_in_the_community.aspx

7h. An instructional video on the role of Vocational Rehabilitation in the transition process is available at: http://www.nsttac.org/content/can-vr-help-me-overview-video-students

8. Encourage a student-centered transition planning process	8a. Information on student-centered transition planning can be located in: **See Chapter 4: Planning for the Future, One Student at a Time (pp. 75-93)** Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co. 8b. Information on student-centered transition planning can be located in: **See Chapter 6: Implementing the Transition Individualized Education Program (pp. 111-125)** Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co. 8c. Information on student-centered transition planning can be located in: PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project. Focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes. http://www.pacer.org/tatra/ 8d. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-03 8e. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on person-centered planning can be located on the Beach Center's website at: http://www.beachcenter.org/families/person-centered_planning.aspx

9. Interpret results of transition assessment for individuals, families and professionals

9a. Resource for Completing a Summary of Performance
http://www.nsttac.org/content/completing-summary-performance-form

9b. For information on Self-directed IEP
Martin, J. E., Marshall, L. H., Maxson, L. M., & Jerman, P. L. (1996). *The self-directed IEP*. Longmont, CO: Sopris West.
http://www.ou.edu/content/dam/Education/documents/miscellaneous/self-directed-iep-rev.pdf

9c. A training module on transition assessment is available at:
http://www.transitioncoalition.org/transition/module_home.php

10. Engage families in the transition planning process

10a. For information on family involvement in the transition process: PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project. Focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes.
http://www.pacer.org/tatra/

10b. Information on involving families in the transition planning process can be found on pages 18-20 in *The Community Transition Program: Experiences Starting a Community-Based Program for Students Aged 18-21* manual on the Transition Coalition's website located at:
http://www.transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf

10c. Information for dissemination to parents on transition planning can be located at The George Washington University Heath Center's website located at:
http://www.heath.gwu.edu/modules/parents-guide-to-transition/

10d. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-04

10e. Resources to work with families can be obtained from the Beach Center Family Research's toolkit at: http://www.beachcenter.org/families/family_research_toolkit.aspx

10f. Information to disseminate to families to increase their involvement in the transition process can be found on the Regional Resource Center's website at: http://www.rrcprogram.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,39/navstart,0/search,*/

Within 1 Year

1. Utilize methods for providing work-based instruction by setting up job site in the community

1a. Benz, M. R., Lindstrom, L. E., & Halpern, A. S. (1995). Mobilizing local communities to improve transition services. *Career Development for Exceptional Individuals, 18,* 21-32.

Describes the Community Transition Team model including active stakeholder participation, change viewed as a process, and support by a larger structure.

2. Provide community-based education for individuals with exceptional learning needs

2a. Tashie, C., & Schuh, M. (1994). Why not community-based instruction during the school day? *TASH   Newsletter, 20*(4), 12-14.

Discusses the disadvantages of community based instruction during the school day. Argues that instruction in the community separates students physically and socially isolates them from their peers. Recommends community involvement should occur when other students are typically in the community not during the school day.

2b. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on community participation can be located on the Beach Center's website at: http://www.beachcenter.org/families/participating_in_the_community.aspx

3. Provide career education and exploration

3a. See Chapter 7 : Employment: Community-Based Choices (pp. 127-143) Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co.

3b. PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project.

Focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system,

and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes.
http://www.pacer.org/tatra/

3c. Information on postsecondary career education options can be found at The George Washington University Heath Center at: http://www.heath.gwu.edu/modules/career-and-technical-education/

3d. Information on programs such as Access College that use evidence-based practices can be found on the Disabilities, Opportunity, Internetworking and Technology (DO-IT)website at: http://www.washington.edu/doit/

3e. Information on career exploration can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-06

3f. Information on career exploration can be found on the Bureau of Labor's website at: http://www.bls.gov/k12/

3g. Information on career interests, career exploration, work experience, and postsecondary options can be located on the Career One Stop's website at: http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx

4. Have knowledge of instruction for:
   ▪ teaching job seeking skills
   ▪ teaching self-determination skills
   ▪ matching students' skills to jobs
   ▪ identifying job skills
   ▪ identifying vocational preferences
   ▪ identifying social skills

4a. **See Chapter 3: Developing the Transition Curriculum (pp.41-74)** Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co.

4b. Resources for teaching self determination skills
http://www.nsttac.org/sites/default/files/assets/pdf/Whose%20Future-SD(moderate).final.pdf
and http://www.nsttac.org/sites/default/files/assets/pdf/Using%20SDLMI.final.pdf and

4c. Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2004). *Transition planning for secondary students with disabilities* (3rd Ed.). Columbus, OH: Prentice Hall Publishers.

Provides information regarding transition education specifically focused for teachers and other related professionals. Information is cross-categorical and includes topics such as legislation,

specific transition activities, and problem-solving strategies.

4e. Brolin, D. E., & Lloyd, R. J. (2003). *Career development and transition services: A functional life skills approach*. (4th Ed.). Columbus, OH: Prentice Hall.

Provides recommendations based on the Life Centered Career Education program for special education teachers for students with both career and community college post-school outcomes. Includes teaching strategies that focus on daily living, personal/social, and occupational skills.

4f. **See Chapter 6: Preparing Students for Postsecondary Education (pp.173-206)** Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities*. Columbus, OH: Merrill/Prentice Hall.

4g. For information on advising high school students with postsecondary options, visit The George Washington University Heath Resource Center at: http://www.heath.gwu.edu/assets/33/toolkit.pdf

4h. For information on transition education materials visit the Zarrow Center for Learning Enrichment at: http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials.html

4i. For information on self-determination education materials visit the Zarrow Center for Learning Enrichment at: http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-education-materials.html

5. Have knowledge of resources for individuals with disabilities in the community

5a. NSTTAC State Transition Resources Search http://www.nsttac.org/transitionstates/map.aspx

5b. **See Chapter 2 : Individual and Community Transition Planning (pp. 23-39)** Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co.

5c. **See Chapter 7 : Employment: Community-Based Choices (pp. 127-143)** Wehman, P. (2011). *Essentials of Transition Planning.* Baltimore: Paul Brookes Publishing Co.

5d. Benz, M. R., Lindstrom, L. E., & Halpern, A. S. (1995). Mobilizing local communities to improve transition services. *Career Development for Exceptional Individuals, 18,* 21-32.

Describes the Community Transition Team model including active stakeholder participation, change viewed as a process, and support by a larger structure.

5e. Information on connecting students and families with community resources can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-08

5f. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on community participation can be located on the Beach Center's website at: http://www.beachcenter.org/families/participating_in_the_community.aspx

6. Facilitate access to community services

6a. Tashie, C., & Schuh, M. (1994). Why not community-based instruction during the school day? *TASH Newsletter, 20*(4), 12-14.

Discusses the disadvantages of community based instruction during the school day. Argues that instruction in the community separates students physically and socially isolates them from their peers. Recommends community involvement should occur when other students are typically in the community not during the school day.

6b. PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project. Focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes.
http://www.pacer.org/tatra/

6c. Project 10's primary charge is to assist school districts in providing appropriate planning and timely transition services and programs to assist youth with disabilities in their transition to adulthood. Project 10 also serves as a collaborative resource for other state agencies, discretionary projects, non-profit organizations, and families in the provision of transition services for students served in exceptional student education.

http://www.project10.info/

6d. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-04

6e. Information on connecting students and families with community resources can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-08

6f. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on community participation can be located on the Beach Center's website at: http://www.beachcenter.org/families/participating_in_the_community.aspx

6g. Office of Special Education and Rehabilitative Service (OSERS) Resource
   Disability Employment 101
   ➢ OSERS is pleased to make available the updated *Disability Employment 101*. This guide is a comprehensive analysis of hiring employees with disabilities that includes information about how to find qualified workers with disabilities, how to put disability and employment research into practice and how to model what other businesses have done to successfully integrate individuals with disabilities into the workforce.
   ➢ The complete publication can be downloaded from: http://www2.ed.gov/about/offices/list/osers/products/employmentguide/index.html

7. Engage families in the transition planning process

7a. Parent and Family Involvement Annotated Bibliography
http://www.nsttac.org/content/parent-and-family-involvement-annotated-bibliography-prepared-nsttac-dawn-rowe

7b. Rusch, F.R. (Ed.). (2008). Working with Parents: Using Strategies to Promote Planning and Preparation, Placement, and Support. *Beyond high school*: *Preparing adolescents for tomorrow's challenges* (2nd Ed.). (pp. 110-133). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

7c. Information on involving families in the transition planning process can be found on pages 18-20 in *The Community Transition Program: Experiences Starting a Community-Based Program for Students Aged 18-21* manual on the Transition Coalition's website located at: http://www.transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf

7d. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-04

7e. Resources to work with families can be obtained from the Beach Center Family Research's toolkit at: http://www.beachcenter.org/families/family_research_toolkit.aspx

7f. Information to disseminate to families to increase their involvement in the transition process can be found on the Regional Resource Center's website at: http://www.rrcprogram.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,39/navstart,0/search,*/

A training modules on family involvement and transition is available at: http://www.transitioncoalition.org/transition/module_home.php

8. Encourage a student-centered transition planning process

8a. Test, D. W., Aspel, N., & Everson, J. (2006). Interagency Collaboration and Teamwork. *Transition methods for youth with disabilities* (pp.140-166). Columbus, OH: Merrill/Prentice Hall.

8b. Wehman, P. (2011). Planning for the Future, One Student at a Time. *Essentials of Transition Planning.* (pp. 75-93). Baltimore: Paul Brookes Publishing Co.

8c. A training module on self-determination is available at: http://www.transitioncoalition.org/transition/module_home.php

8d. Information on student-centered planning can be found on the National Collaborative on Workforce and Disability for Youth's website at: http://www.ncwd-youth.info/ksa/competency-03

8e. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on person-centered planning can be located on the Beach Center's website at:
http://www.beachcenter.org/families/person-centered_planning.aspx