



NTACT

National Technical Assistance Center on Transition

April 17, 2020 Updated Edition Instructional Resources for Transition-Focused Education

NTACT recognizes that educators, service providers, families and students are addressing learning in new and different ways currently. To address these changes NTACT has assembled some of its own resources, as well as resources from partner centers and organizations. We have added in resources shared from practitioners and families, as well. Not each of the below resources or links necessarily meet NTACT's usual criteria of an evidence-based or promising practice. However, each addresses a need and is from a reputable source.

During this new time, we encourage practitioners and family members to begin with (a) a student's IEP or 504 Plan as a starting place for what skills to address and (b) consider the context of the provision of instruction. Guidance documents from federal agency sources are also available on our website.

Resources for Educators Assembling At-Home Packets:

[NTACT Lesson Plan Starters via Teachers Pay Teachers](#) – NTACT has developed lesson plan starters to teach academic, employment, and independent living skills from the high quality intervention studies reviewed by the center. Some of these may require additional resources to complete. Specific lesson plans are featured below. They may also be accessed – topically – at NTACT's website, [here](#).

There are several data collection tools to share with families and students in [Student Progress Monitoring Toolkit](#) – specifically pages 21 – 27.

[Teach from Home](#) - A temporary hub of information and tools to help teachers during the coronavirus (COVID-19) crisis

Build New Routines - <https://afirm.fpg.unc.edu/build-new-routines> (includes downloadable pdfs)

[Ed Helper](#)

Teacher created resources - sites that have teacher created examples.

- [Live Binder](#)
- [Pinterest](#)
- [Teachertube](#)

[Helpful Academic and Transition Resources for Remote Learning](#)

There are numerous resources below, as well, that may be printed and shared directly with students.

Focus Area: Online Instructional Planning:

[Accessibility in the rush to Online Instruction: 10 Tips for Educators](#) - National Deaf Center

UEN Learn at Home Resources (includes tutorials on how to set up online courses and activities, and resources for how to structure online learning) - <https://www.uen.org/learnathome/teachers.shtml>

[Center on Online Learning for Students with Disabilities](#) - Provides guidance with providing special education services in a virtual environment.

Ed Reports article: [Educator Reviewers Share Tips and Best Practices for Virtual Learning](#)

Arizona's Department of Education's virtual learning resources can be found [here](#).

[Virtual Fieldtrips](#)

[National Center on Accessible Education Materials](#)

[Florida's Resource Document](#) lists Helpful Online Transition-Related Resources

Distance Learning Platforms and Data Privacy

- [CEC - Quick Takes - Online Instruction During COVID-19](#)
- [Ed Week - Data Privacy Article](#)
- [How to prevent Zoom-Bombing](#)
- [Indiana's Electronic Signature \(e-Signature\) Guidance](#)

Multicultural Resources:

- [Culturally Responsive Education Practices for Online Learning](#)
- Open Doors for Multicultural Families has free, translated Transition Guides for Families in nine languages <https://www.multiculturalfamilies.org/programs-services/youth-transition-program/transition-guide-download/>

General Educational Resources:

[Amazing Educational Resources](#) – A comprehensive list of free online resources for educators

[Scholastic - Learn at Home Grades K-9](#) - Free online resources from Scholastic that includes day by day projects to keep students in grades K-9 reading, thinking, and growing

[TEDEd](#) – Video based lessons organized by grade and subject areas

Family Specific Resources:

Center for Parent Information & Resources (CPIR) - The COVID-19 resource pages, www.parentcenterhub.org/coronavirus-resources/ connects you, colleagues, and families with:

- Guidance from OSEP, the U.S. Department of Education, and other Federal Agencies
- Resources in other Languages
- Schooling at Home
- Telecommuting Technology and Tips
- Planning for When Schools and Offices Reopen
- Schooling at Home
- Coping Tips and Other Useful Information

CPIR is a project of the SPAN Parent Advocacy Network funded by OSEP.

Find the Parent Center serving your state or community at: www.parentcenterhub.org/find-your-center for resources specific to your SEA or LEA.

[Tips for Families in Supporting Their Children with Disabilities in Virtual Formats - English](#)

[Tips for Families in Supporting Their Children with Disabilities in Virtual Formats - Spanish](#)

[Tips for Families in Supporting Their Children with Disabilities in Virtual Formats - Haitian Creole](#)

[Considerations for State, District, & School Leaders per Parent Communications](#)

Assessment and Planning:

[Transition Assessment Matrix](#)- Indiana Secondary Transition Resource Center

[The Job Center](#) is youth/ student centered and an opportunity for online exploration and planning.

Support youth in the development of post-school employment goals:

<http://www.parentcenterhub.org/repository/employment/>

Learn about potential members on your transition team:

<http://www.parentcenterhub.org/repository/adultservices/>

Explore Career Aptitude Testing Resources to help explore career options -

<https://careertech.org/student-interest-survey>, <https://www.youscience.com/>

[Likes and Dislikes- Washington Sensory Disabilities](#)

[General Work Skills and Behavior Assessment- NCDB](#)

[Florida's Career Cruiser guide](#). [Accessible materials](#) for educators and families for the guide.

[North Dakota's Launch My Life](#)

[Wisconsin's Let's Get to Work](#)

Support youth in secondary transition planning through this guide –

[Dude, Where's My Transition Plan](#) [Amigo, ¿dónde está mi plan de transición?](#)

[Careers Cluster Interest Survey](#)

[Job Shadow Feedback](#)

[Photo Career Quiz](#)

[Ohio State University EnvisionIT Curriculum](#)

1. EIT Group Resource Library in [Schoolology](#)
 - a. Sign up and join our group with the following access code: **Q933T-7PJSF**
 - b. Also available from Schoolology's Public Resources (search for EnvisionIT)
2. EIT Library in [Google Drive](#): <https://go.osu.edu/eitlibrary>
3. EIT Course Models in [Canvas Commons](#) (search for EnvisionIT)

[NTACT Transition Toolkit](#)

Begin to develop a [student portfolio](#)

Develop a [Positive Personal Profile](#) while at home

[Khan Academy](#) offers practice exercises, instructional videos, and a personalized learning dashboard.

Visit the [College, careers, and more](#) course for:

- College admissions
- Careers
- Personal Finance
- Entrepreneurship
- Growth mindset

[Youthhood.org](#) is a curriculum-based tool helping young adults plan for life after high school. Comes with a curriculum guide.

Online activities include:

- Write in their **Private Journal**

- Test their knowledge in their **Activities Folder**
- Set goals in their **Life Map**
- Reflect on content in their **Class Notebook**

[Texas OnCourse](#) guides educators, students, and their families through the entire process of planning for what happens after high school.

- [Middle School Curriculum Guide](#)
 - **lesson plans** for college and career readiness and investigating careers
 - **Free download** with registration
- [MiddleGalaxy](#)
 - **Space-themed game** helping middle school students learn about options in high school and beyond.

[Roadtrip Nation](#)

[My Future](#)

<https://careerwise.minnstate.edu/careers/clusters.html>

[Get Your Edge](#)

<https://www.mynextmove.org> - This allows us to know what our careers are and what college course work we might pursue

T-Folio is a free transition portfolio tool for high school age youth with disabilities. -

<https://www.cctstfolio.com/#/>

[Job Connections - YouTube Videos](#)

[Charting the LifeCourse](#)

[Kentucky Works - Brighter Futures Vision Statement](#)

[Pictorial Interest Inventory](#)

[N2Y- Unique Learning System - Transition Passport Curriculum Example](#)

Focus Area Postsecondary Education:

Youtube on Disability Disclosure: [NCWD-Youth Disability Disclosure](#)

[Get Ready for College](#) - virtual course for high school students interested in college may satisfy virtual credits toward a Virginia diploma, but is relevant for students with intellectual or developmental disabilities in any state.

Research colleges and universities <https://collegescorecard.ed.gov/> or through your own state's college planning website.

[Off To College](#)

[Think College](#)

Use these “tips”, while visiting colleges virtually: [Campus Visit Tips - with online suggestions](#)

The [College Application Process](#) webinar resource from ThinkCollege

Use this time to prepare for college by creating lessons and activities with the following resources (e.g., highlight differences, list 4 important next steps, create a calendar, list 3 major ideas).

- [High School vs. College](#)
- [College Preparation and Admissions Test](#)
- [Comparing College Programs](#)
- [Terms to Know](#)
- [Speech Disorder Resources for College](#)

[Concrete Manipulatives to Teach Algebra \(phase 1\)](#)

[Representation to Teach Algebra \(phase 2\)](#)

[Abstract to Teach Algebra \(phase 3\)](#)

[Using Graphic Organizers to Teach One Step Word Problems](#)

[Using Self-Regulated Strategy to Solve Multi-Step Math Problems](#)

[Using Schema Based Instruction to Solve Multi-Step Math Problems](#)

[Using a Graphic Organizer to Teach Science Vocabulary](#)

Michigan Blind has a provider doing a virtual Post-Secondary readiness program. It mirrors online learning the student would receive in a college/community college setting. It had been 1/2 virtual and 1/2 in person, but now moving to all virtual. You can find the information [here](#).

[Oregon CIS](#) is primarily delivered to student and adults through Oregon institutions. CIS has created unique tools to meet the needs of our users. For example, CIS includes specific components to help high school students document the diploma requirements.

Focus Area Employment:

Learn about work and why it is important: <http://www.youthhood.org/jobcenter/index.asp>

<https://explore-work.com/> WINTAC has worked with Employment Resources, Inc. (ERI), the University of Wisconsin-Madison, and the University of Wisconsin-Stout Vocational Rehabilitation Institute (SVRI) to design a series of web-based modules that align with the five required WIOA Pre-Employment Transition Services activities for use with students with disabilities

Explore career opportunities through active participation information gathering:

<http://www.onestopcoach.org/>; <https://www.onetonline.org/>
[Play the Career Interests game](#) – University of Missouri

Complete the [Pocket Resume](#)

Explore possible job accommodations: <https://askjan.org/soar.cfm>

Set the expectation of work/assist youth in preparing for employment:
<http://www.pacer.org/transition/learning-center/planning/preparing-employment.asp>

Tip Sheets for students/ families to review to gather important information for employment preparation: [How to Keep a Job](#) and [Disability Disclosure \(from Transitions to Adulthood Center for Research\)](#)

[Skills to Pay the Bills](#) is intended for classroom instruction; however, some lessons may be adapted for home. The curriculum is downloadable and printable – from the Office of Disability Employment Policy.

[Using Video Modeling to Teach Interviewing Skills](#) Download the VidCoach App (or comparable) to complete this lesson: [link to vid coach description](#)

[Using Least to Most Prompts to Teach Office Computer Skills](#)

[Career Exploration and Virtual Job Shadowing - SmartParent Video](#)

[Explore Careers in Agriculture and Beyond](#)

Association for Career & Technical Education (ACTE) - [Distance Learning Resources](#)

National Career Development Association - [Internet sites for career planning](#)

[Resume Generator - Read-Write-Think](#)

[Project SEARCH - COVID-19 - FAQ](#)

[VirtualJobShadow.com](#) empowers individuals to discover, plan and pursue their dreams with our unique video-based career planning platform. Our interactive tools help students and job seekers develop career paths based on choice, not chance.

The Maine Department of Labor Division of Vocational Rehabilitation (DVR) is pleased to offer links to the three Career Exploration Workshop (CEW) curriculums that DVR has developed. These are tools to use with individuals with disabilities to help determine their strengths, interests and abilities to assist in developing employment goals that will ultimately help them find work in their communities.

[Maine's Career Exploration Workshop series](#) - The Career Exploration Workshop (CEW) is a class designed to assist VR participants to:

- Explore employment areas of interest as well as uncover unique skills and talents
- Match their skills with jobs
- Acknowledge their achievements
- Identify work strengths and values
- Improve interviewing skills
- Deal with difficult employment issues

[The Transition Career Exploration Workshop](#) (TCEW) is a curriculum designed to:

- Help students discover employment possibilities in an interactive team environment
- Be offered in modules that make it flexible for delivery in schools, adult ed, community organizations or other settings
- Provide instruction on topics including: disability disclosure; requesting accommodations; learning styles at work; work values, abilities and aptitudes; interest inventories, self-management skills, occupational exploration and more!
- Provide numerous assessments that can support student transition planning
- Be facilitated independently or in conjunction with DVR

[Bridge – Pathways to Employment](#)- The newest CEW version, the Bridge is a curriculum designed to:

- Assist individuals with intellectual disabilities, low literacy and other needs to apply person-centered planning toward attainment of employment
- Be offered in flexible modules for a total of approximately 25 hours of instruction
- Promote self-direction and peer support in relation to career planning
- Be used in conjunction with the Reading-Free Vocational Interest Inventory
- Be used in program, community, and other settings

From the arts to science to religion, introduce students to a variety of careers with KQED, BAVC and Salesforce resources. Use these [videos](#) to inspire young people to discover careers and explore possible career paths.

[Career OneStop](#) offers a video collection to learn about careers, industries, skills and abilities, or work options and education levels.

[Next Vista](#) for Learning is focused on helping teachers and students share insights creatively using technology. Digital media apps and software and other modern tools for exploration and collaboration can help teachers see new possibilities for their students and themselves.

[Roadtrip Nation](#) offers content, products, and experiences to help individuals pursue fulfilling careers. They offer a myriad of career exploration products—including an educational curriculum, personalized online tools, video content, bestselling books, and live events. Together, these tools create a diverse and relevant collection of resources showing young people the vast scope of careers and possibilities.

- ["Your Roadmap" based on a 3-question assessment](#)
- [All Leaders](#)
- [Leaders by Interest Area](#)
- [Leaders by theme](#)
- [Community-Driven Roadtrips](#) (community college, future of work, and more)
- [Roadtrip Nation's YouTube Channel](#)

West Virginia's [Pathways to the Future](#) website is a collection of resources, tools and people to help students with disabilities, through the journey from youth to adulthood.

Nebraska has launched a new initiative to provide students with experiences in business and industry that deliver learning opportunities outside the traditional classroom and campus. These experiences are defined in a new [Nebraska Workplace Experiences Continuum](#) that was developed by the Nebraska Department of Education in cooperation with the Departments of Labor and Economic Development. This continuum is designed to engage local business and industry with schools to help students identify career opportunities in Nebraska and develop workplace skills using an essential set of strategies.

[Work Based Learning Measures Series](#)

https://www.thecareerindex.com/dsp_intro.cfm

<https://www.findthepathway.com>

<https://www.eop.com/mags-CD.php>

<https://www.nepris.com/about>

[mySkills - myFuture - Website](#)

KQED Career Path Videos

Khan Academy Career Exploration Videos

Health care community liaison: What I do and how much I make?

Employer Pre-boarding and Onboarding:

- [Employer Pre-boarding and Onboarding Videos](#)
- [Zynga - Gaming Company: Onboarding Video](#)

[Focus Area Independent Living:](#)

Assess your child's independent living skills for future planning/ instruction: [Independent Living Checklist](#) and [Spanish version](#)

[Casey Life Skills Resources](#)

[PowerPoint slides for lessons on travel training](#) from the Kennedy Center in Connecticut – extracted from NTACTION's [Quick Guide on Transportation](#)

Budgeting

Develop “payment” for specific activities completed at home. (Payment may be monetary or preferred activities). Have students “pay” for meals, gas, or rent (as appropriate). Simple resource on “token economy” [Video and brief description](#)

[Cents and Sensibility:](#) A guide to money management for students with disabilities

[Budget Your Life:](#) Forming a budget is one of the most important parts of financial success. This interactive site assist students in exploring budgeting strategies.

[Busy Kid - Chore-Financial Routine - App](#)

[Practical Money Skills](#)

Cooking

Accessible Chef – online free visual recipes and resources to help teach cooking skills to individuals with intellectual and developmental disabilities

Self-Determination “bell ringers”, associated with the Me! Lessons for teaching self-awareness and self-advocacy: [Bell Ringer PowerPoints](#)

Links to the Me! Lesson resources, Choicemaker Self-Determination curriculum resources, Whose Future Is It Anyway? IEP participation curriculum, and other self-determination resources for FREE at [Zarrow Center Transition Resources](#)

Self-Determined Learning Model of Instruction website:
<http://www.selfdetermination.res.ku.edu/homepage/resources/>. Three phases of the SDLMI worksheet: [Accessible/ Printable Worksheet](#) and [Interactive Online Page](#)

www.supporteddecisionmaking.org

[Stop-Look-and-Listen-Supported Decision Making Tool](#)

Health

Healthy Lifestyles instructional ideas from Oregon Health Sciences University: [Summary of Lessons from Young Adult Curriculum](#) and [39 Pages of Handouts](#)

Healthcare Transitions quiz for Youth and Young Adults:
<https://gottransition.org/youthfamilies/HCTquiz.cfm>

HCT Readiness Assessment for Youth:
<https://gottransition.org/resourceGet.cfm?id=224>

HCT Readiness Assessment for Parents/Caregivers:
<https://gottransition.org/resourceGet.cfm?id=225>

HCT Readiness Assessment for Students in Special Education:
<https://gottransition.org/resourceGet.cfm?id=526>

[Health Care Transition Readiness Assessment](#)

[Health Care Transition Sample Goals](#)

[5 Steps to Prepare for Health Care Transition](#)

www.GotTransition.org

Independent Living Lesson Plan Starters

[Using Self-Management to Teach Task Initiation](#)

[Using Least to Most Prompts to Teach Laundry and Cleaning Skills](#)

[Using Response Prompting to Teach a Specific Skill](#)

[Using Simulation to Practice Social Skills](#)

[Using Self-Monitoring to Teach Game Related Social Skills](#)

[Using Simulated Instruction to Teach Selecting the Correct Bus Stop](#)

[Using the "One More Than" Purchasing Strategy](#)

[Using Response Prompting to Teach Grocery Store Shopping](#)

[Using Time Delay to Teach Selecting the Lower Priced Item](#)

[Using Video Modeling to Teach Meal Preparation](#) (this lesson features use of a DVD; however, a YouTube or other video featuring a recipe could be substituted)

[Using Time Delay to Teach Snack Making](#)

Each of the lesson plan starters above could be used to teach a different skill in a different setting than those included in the original lesson plan.

Mental Health conversation starters and infographics/ tips through [NAMI](#) and [Pathways](#)

Mobile Apps to Support Transition-Age Youth - [PACER Center - The Path to Independence](#)

Recreation and Leisure

Cultural and Virtual Museums

Google Arts and Cultures - <https://artsandculture.google.com>

Exercise and Fitness

Special Olympics - School of Strength

Planet Fitness: One of the country's largest gym chains, Planet Fitness, has been live-streaming [free online workout classes on its Facebook page](#) on weekdays at 7 p.m. ET. These 30-minute, equipment-free workouts are also available on demand on their [YouTube channel](#).

Nike Training Club: This app lets you download [free 15-, 30-, and 45-minute workouts](#) designed by Nike trainers. Most of the workouts are equipment-free and use GIFs to demonstrate how to do each exercise — from squats, to walkouts, to lunges. There's a premium version, too, that includes nutrition advice.

Corepower Yoga: The national yoga chain is offering [free 30- and 60-minute classes](#) while studios are closed. Special livestreams of classes will be available for members only starting March 19, and you can pay the \$19.99 monthly fee for unlimited access to all [Yoga On Demand](#) classes.

YogaWorks: Have a little more time? You can find plenty of 60-, 75-, and 90-minute classes on various studios' YouTube accounts. [Full schedule here.](#)

Downward Dog: This company is offering its suite of fitness apps — from the seven-minute workout, to Barre, to Yoga for Beginners — for free, with no subscription required — www.downdogapp.com/schools

Other Notable Websites with Numerous Transition-Focused Resources

Create a login at www.transitioncoalition.org to access some excellent [Transition Tips](#) from the field.

[Arkansas Transition Services](#)

[Florida's Transition Education Network \(Project 10\)](#)

[Minnesota's Pre-ETS Toolkit with Resources](#)

[Nebraska General Virtual Pre-ETS Guidance](#)

[Nebraska's Transition Planning Guide](#)

[Pennsylvania's Secondary Transition Guide](#)

[Transition Tennessee](#)

[UtahFutures](#)

[West Virginia's Pathways to the Future](#)

Disability Specific Resources in Response to COVID 19

Complex Support Needs

[Cornell-COVID-19 and Social Insurance & Benefit Programs](#)

[Promoting Financial Health & Resiliency for People with Disabilities During COVID-19](#)

[Strategies & Resources in Distance Learning - Linda O'Neal Resource Document](#)

[Distance Learning for Special Education Resources for Significant Disabilities](#)

[Phones, Texts, & Video Chat-Communication](#)

[Chores Activities & Visuals](#)

[First-Then Pix Board Example](#)

[The Watson Institute LIFE Resources](#)

Autism

[Supporting Individuals with Autism through Uncertain Times](#)

[Autism Society - Coronavirus: Response & Resources](#)

[Virginia's Autism Center for Excellence \(ACE\)](#)

- [COVID-19 Information Packets, Videos, Visual Tools](#)
- How To Videos to include [Model Prompting](#), and [Handwashing](#)

[Cabin Fever? 5 Effective Activities for Students with Autism During Social Isolation or Quarantine](#)

[MN Low Incidence Projects Helping Your Child with ASD Learn at Home During Covid19](#)

[Autism Society of Florida](#)

Intellectual and/or Developmental Disabilities

[The ARC - COVID-19 Resources for People with Intellectual and/or Developmental Disabilities](#)

[Boardmaker - Free Coronavirus Communication and Teaching Resources](#)

[Plain Language Booklet on Coronavirus](#) – created by the Self Advocacy Resource and Technical Assistance Center

[Información de COVID-19 Por y Para Personas con Discapacidades](#)

[Important Things to Know About COVID-19](#) – created by the Lurie Institute for Disability Policy

[Coronavirus: What Is It and What Can I Do?](#) – created by The Arc Maryland

[Coronavirus Prevention Flyer](#) – created by the New Jersey Self-Advocacy Project

Mental Health

[NAMI COVID-19 - Information and Resources](#)

[Iowa - Mental Health & COVID-19 - It's OK to not be Ok](#)

Sensory Impairments

[Virtual Activities for Teachers and Families - TX Sensory Support Network](#)

[Blindabilities.com](#)

[The National Homework Hotline](#)

[Deafverse: Online American Sign Language \(ASL\) Accessible Game for Teens](#)

For Profit – Commercial Resources

[CEC's Life Centered Education \(LCE\) Transition Curriculum](#) - "CEC is proud to present the entirely online Life Centered Education (LCE) transition curriculum and assessment portal." – a 15% discount through April 30

[Virtualjobshadow](#)

VizZle – Monarch Center for Autism – special educational software - <https://home.govizzle.com/>

