

Chapter 8: Resources for the Transition Community

“I find that a great part of the information I have, was acquired by looking up something and finding something else on the way.”

*Franklin P. Adams
1881-1960, American Journalist, Humorist*

Introduction

The resource chapter is a compilation of resources recommended by people who are working on transition issues. Although it is not an exhaustive list of materials, it is a list that practitioners have found beneficial. It is important to note that this resource section does not include references from the other chapters in the guide. The authors refer you to the Reference list for additional resources.

The sections in this chapter are arranged to correspond to the chapters of the document, and references within the major headings are alphabetized. The following identifies major headings used to locate information:

RESEARCH AND EFFECTIVE PRACTICES
LEGISLATION AND POLICY
FEDERAL AGENCIES
EMPOWERMENT AND SELF-DETERMINATION RESOURCES
FAMILY SUPPORT
CONSUMER ORGANIZATIONS
COMMUNITY COLLABORATION AND PARTNERSHIPS
TRANSITION TOOLKIT
Diversity
Career Exploration and Assessment Tools
Psychological Assessment Tools
Rehabilitation Technology Resources
Job Readiness and Job Placement Tools
Post-Secondary Education Resources
TRAINING AND TECHNICAL ASSISTANCE RESOURCES
PROFESSIONAL DEVELOPMENT AND PROFESSIONAL ORGANIZATIONS
NATIONAL ORGANIZATIONS

**Disclaimer – At the time of printing, the following resources were relevant and accurate. However, due to the ever-changing nature of the World Wide Web, some sites may, unfortunately, become inactive.*

Research and Effective Practices

Best Practices. <http://transitioncoalition.org/bestpractices/index.shtml>. To provide participants with a general working knowledge of best practices in transition planning for students with disabilities.

Best Practices in Planning for the Transition for young adults from school to adult life. <http://www.transitioncoalition.org/bestpractices/>. The purpose of this site is to provide participants with a general working knowledge of best practices in transition planning for students with disabilities. This is also an opportunity to collaborate with others involved in transition planning.

Improving Education: The Promise of Inclusive Schooling. <http://www.edc.org/urban/pdf/incbook.pdf>. A Document offered by the Education Development Center (EDC) from the National Institute for Urban School Improvement regarding Inclusion.

Katsiyannis, A., DeFur, S. Conderman, G. (1998, Spring). **Transition services—systems change for youth with disabilities: A review of state practices.** *The Journal of Special Education.* 32 (1), 55-67.

Longitudinal studies of the vocational rehabilitation service program. *Characteristics and Outcomes of Transitional Youth in VR.* <http://www.ed.gov/offices/OSERS/RSA/Research/studies/index.html>.

National Center for Education Statistics. <http://www.nces.ed.gov>. The primary federal entity for collecting and analyzing data that are related to education in the United States and other nations.

The National Longitudinal Transition Study. <http://www.sri.com/policy/cehs/publications/dispub/nlts/nltssum.html>. The NLTS was conducted from 1987 through 1993 and describes the experiences and outcomes of youth with disabilities nationally during secondary school and early adulthood.

The National Transition Longitudinal Study 2. <http://www.sri.com/policy/cehs/dispolicy/nlts2.html>. NLTS2 is a 10-year study of the experiences of young people who were 13 to 17 years old and receiving special education in the 2000-2001 school year.

Office of Special Education and Rehabilitative Services. (2000). **23rd Annual Report to Congress on the Implementation of IDEA.** <http://www.ed.gov/offices/OSERS/OSEP/Products/OSEP2001AnlRpt/index.html>.

Promising and Effective Practices Network. <http://www.nyec.org/pepnet/reports/index.html>. PepNet is a system and an information base for identifying and promoting what works in youth employment and development.

Start on Success. <http://www.startonsuccess.org/>. A program of the National Organization on Disability, models developed by searching for the most supportive, cost effective, non-bureaucratic ways to introduce high school students with disabilities to the workplace

Students with Disabilities in Postsecondary Education: A Profile of Preparation, Participation and Outcome. <http://nces.ed.gov/pubs99/1999187.pdf>. This report provides a comprehensive profile of students with disabilities enrolled in postsecondary education.

Legislation And Policy

Americans with Disabilities Act Home Page. <http://www.usdoj.gov/crt/ada/>. U. S. Department of Justice. Information and technical assistance on the ADA.

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (P.L. 105-332). <http://www.ed.gov/offices/OVAE/CTE/legis.html>.

Ensuring access, equity, and quality for students with disabilities in School-to-Work systems: A guide to federal law and policies. (1999, June). <http://www.ici2.umn.edu/NTN/pub/fedlaw/intro.html>. Developed by the Center for Law and Education, National Transition Network Institute on Community Integration, and The College of Education & Human Development at the University of Minnesota.

Federal Register. <http://www.ed.gov/legislation/FedRegister/> This directory contains documents published in the *Federal Register* by the U.S. Department of Education. ED documents are obtained from the *Federal Register* database maintained by the Government Printing Office (GPO).

Handbook for Implementing Community Based Vocational Education Programs according to the Fair Labor Standards Act. <http://ici2.coled.umn.edu/ntn/pub/hdbk/FLSAHDBK.pdf>

Henderson, K. (2001, March). **An Overview of ADA, IDEA, and Section 504: Update 2001.** <http://ericec.org/digests/e606.html>. *ERIC EC Digest #E606, ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.*

IDEA Amendments of 1997. News Digest Volume 26 (Revised Edition) June 1998. A publication of the National Information Center for Children and Youth with Disabilities. <http://www.nichcy.org/pubs/newsdig/nd26txt.htm>

IDEA 1997 Final Regulations. <http://www.ideapractices.org/idearegsmain.htm>.

Individuals with Disabilities Education Act of 1998 (P.L. 104-476). http://www.ed.gov/offices/OSERS/Policy/IDEA/the_law.html.

Least Restrictive Environment: Statement of Law. National Council on Disability. http://www.ncd.gov/newsroom/publications/95school_1.html.

National Archives and Records Administration Office of the Federal Register. <http://www.access.gpo.gov/nara/index.html>

No Child Left Behind (NCLB) 2001. <http://www.nclb.org/>. This law represents the education reform plan and contains the major changes to the Elementary and Secondary Education Act (ESEA).

Rehabilitation Act Amendments of 1973, Section 504 (P.L. 93-112). <http://thomas.loc.gov/cgi-n/bdquerytr/z?d093:HR08070:@@L|TOM:/bss/d093query.html>.

School-to-Work Opportunities and the Fair Labor Standards Act (FLSA). <http://www.state.vt.us/stw/FLSASTW.html>. A guide to Work-Based Learning, federal child labor laws, and minimum wage provisions.

Ticket to Work and Work Incentives Improvement Act. Center for Medicare and Medicaid Services. <http://www.hcfa.gov/medicaid/twwiia/twwiiahp.htm>.

Workforce Investment Act (P.L. 105-220). <http://www.doleta.gov/usworkforce/asp/act.asp> Title I (WIA youth services) and Title IV (Rehabilitation Act Amendments of 1998).

Federal Agencies

Department of Education, Office of Special Education Programs (OSEP). <http://www.ed.gov/offices/OSERS/OSEP/>. OSEP is dedicated to improving results for infants, toddlers, children and youth with disabilities (ages birth through 21) by providing leadership and financial support to assist states and local districts.

Disability Direct. <http://www.disabilitydirect.gov>. A governmental site dedicated to national disability issues.

Disability Online. <http://wdsc.doleta.gov/disability/>. Federal disability website.

FirstGov for Workers. <http://www.workers.gov>. Connecting American workers and their families to Government services and information.

Office of Disability Employment Policy. <http://www.dol.gov/odep/welcome.html>. Resource on labor funded initiatives supporting employment of individuals with disabilities, also info on New Freedom Initiative.

Office of Special Education and Rehabilitative Services. <http://www.ed.gov/offices/OSERS/>. Houses the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA).

Office of Vocational and Adult Education (OVAE). <http://www.ed.gov/offices/OVAE>. OVAE's activities fall into four areas: High Schools, Career and Technical Education, Community Colleges, and Adult Education and Literacy.

Rehabilitation Services Administration. <http://www.ed.gov/offices/OSERS/RSA/>. Federal agency with oversight of the public vocational rehabilitation.

Social Security Administration (SSA) Office of Employment Support Programs. http://www.ssa.gov/work/Ticket/ticket_info.html. Ticket to Work Program Information Section.

Social Security Administration. Toll free (800) 772-1213). <http://www.ssa.gov>. SSI, SSDI, Ticket-to-work, and work incentives.

Sources of Funding for Youth Services. http://www.doleta.gov/youth_services/. A reference compiled to provide youth service providers with a comprehensive, up-to-date reference of potential partners and available funding resources that can be tapped to enhance service delivery opportunities for youth.

U.S. Department of Education. <http://www.ed.gov>.

USWorkforce.org. <http://usworkforce.org>. Gateway to information on the Workforce Investment Act of 1998 (P.L. 105-220).

Department of Labor's Employment and Training Administration. <http://www.doleta.gov/>. Provides workforce and education information.

Youth Resource Connections a bi-weekly newsletter available through the U. S. Department of Labor. To subscribe, visit http://www.doleta.gov/youth_services.

Empowerment and Self-determination Resources

Adolescent Health Transition Project. <http://depts.washington.edu/healthtr/>. A resource for adolescents with special health care needs, chronic illnesses, physical or developmental disabilities.

Center for Educational Networking. "Self Advocacy Empowers Holt Students"; Vol. 5, No. 8, May 1995, p.7.

Center for Self-Determination. <http://www.self-determination.com/index.htm>. The Center for Self-Determination is a highly interactive working collaborative of individuals and organizations committed to the principles of self-determination.

Connecting to Success. <http://ici.umn.edu/ementoring/default.html>. The Connecting to Success electronic mentoring program is developing, implementing, and evaluating a model for using electronic mentoring to promote successful transition of youth with disabilities into adult life.

DOIT Web Site. <http://www.washington.edu/doit/>. The DOIT Project at the University of Washington has an online community of teenagers with disabilities who are interested in attending college and pursuing a challenging career.

Kids As Self Advocates (KASA). <http://www.fvkasa.org>. KASA is an organization created by youth with disabilities for youth to educate society about issues concerning youth with a wide spectrum of disabilities and special healthcare needs.

National Center on Self-Determination. <http://cdrc.ohsu.edu/selfdetermination/>. Oregon Institute on Disability and Development.

National Program Office on Self-Determination. <http://www.self-determination.org>. Includes discussions and publications on self-determination practices and policies.

National Service Inclusion Project (NSIP). <http://www.serviceandinclusion.org/>. NSIP is a training and technical assistance project to increase the participation of people with disabilities in national service.

National Youth Development Information Center. <http://www.nydic.org/nydic/>. Resource to support youth development activities.

National Youth Employment Coalition. <http://www.nyec.org/index.html>. NYEC is a non-partisan national organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers and self-sufficient citizens.

National Youth Leadership Network (NYLN). <http://www.nyln.org/>. Dedicated to advancing the next generation of disability leaders.

Self-Determination and Transition Projects, College of Education, Wayne State University. <http://www.coe.wayne.edu/Grants/STEPS/index.htm>. Information about the STEPS to Self-Determination curriculum.

Self-Determination Synthesis Project. <http://www.rfgreen.com/sdsp/home.shtml>. A review and synthesis of the knowledge base and best practices related to self-determination (SD) and self-advocacy (SA) interventions in order to improve, expand, and accelerate the use of this knowledge by the professionals who serve children and youth with disabilities and the parents who rear, educate, and support their children with disabilities.

Wehmeyer, M., Agran, M., and Hughes, C. (1998). *Transition services and self-determination. Teaching self-determination to students with disabilities*, 3 (pp. 55-69). Baltimore, MD: Paul Brookes.

Family Support

Beach Center on Disability. <http://www.beachcenter.org/>. Providing research that makes a meaningful and sustainable difference in the lives of families who have children with disabilities.

Boone, R. S. (1992). **Involving culturally diverse parents in transition planning.** *Career Development for Exceptional Individuals*, 15 (2), 205-221.

Family Involvement. (1996). *Alliance*, 1 (3). Champaign, IL: National Transition Alliance, 1, 3-5. <http://www.ncset.org/default.asp>.

Family Village. <http://www.familyvillage.wisc.edu/index.htmlx>. A global community of disability-related resources.

Family Voices. <http://www.familyvoices.org>. A national network of families who have children with special health care needs. Family Voices shares information and resources around health care policy and issues that affect our children.

Healthy and Ready to Work National Center. <http://www.hrtw.org/>. The Center's mission is to promote positive changes in policy, programs and practices that support youth with special health care needs, to allow them to transition into adult health care.

National Coalition for Parent Involvement in Education (NCPIE). <http://www.ncpie.org/>. The group monitors legislation, initiative projects, and shares information and ideas about research, programs, and policies around the involvement of parents and families in their children's education and the relationship between family, schools, and community.

National Information Center for Children and Youth with Disabilities. <http://www.nichcy.org/>. NICHCY is the national information center that provides information on disabilities and disability-related issues for parents, students, educators, and agencies.

Parent Advocacy Coalition for Educational Rights (PACER). <http://www.pacer.org/>. Created by parents of children and youth with disabilities to assist other families and individuals with disabilities. It has extensive links and information to family involvement in school and the education system for children and youth with disabilities.

Research & Training Center on Family Support and Children's Mental Health. <http://www.rtc.pdx.edu/index.htm>. The Center's activities focus on improving services to children and youth who have mental, emotional or behavioral disorders and their families.

Salembier, G., & Furney, K. (1997). **Facilitating participation: Parents' perceptions of their involvement in the IEP/transition planning process.** *Career Development for Exceptional Individuals*, 19 (1), 29-42.

Strategies for Family Involvement. (1996). *Alliance*, 1 (3). Champaign, IL: National Transition Alliance, 6-7. <http://www.dssc.org/>.

Technical Assistance ALLIANCE for Parent Centers. <http://www.taalliance.org/index.htm>. The ALLIANCE focuses on providing technical assistance for developing funded Parent Training, Information Projects, and Community Parent Resource Centers under the Individuals with Disabilities Act (IDEA).

Consumer Organizations

Alexander Graham Bell Association for the Deaf & Hard of Hearing. (202) 337-5220 Voice; (202) 337-5221 TTY. <http://www.agbell.org>. An international membership organization and resource center on hearing loss and spoken language approaches and related issues that provides a wide range of programs, services and information to all those seeking information on a vast array of issues pertaining to hearing loss.

American Association of People with Disabilities (AAPD). <http://www.aapd-dc.org>. AAPD is the largest nonprofit, nonpartisan, cross disability organization in the US. Goals include unity, leadership and impact.

American Council for the Blind. Tollfree (800) 424-8666. <http://www.acb.org>. The Council strives to improve the well-being of all blind and visually impaired people by

serving as a representative national organization of blind people.

American Foundation for the Blind-Midwest (AFB). (312) 396-4420; e-mail chicago@afb.net; web site <http://www.afb.org>. The AFB strives to eliminate barriers that prevent people who are blind or visually impaired from reaching their potential.

Association for Persons in Supported Employment (APSE). (804) 278-9187. <http://www.apse.org>. A membership organization formed in 1988 to improve and expand integrated employment opportunities, services, and outcomes for persons experiencing disabilities.

Autism National Committee. <http://www.autcom.org>. Autism advocacy organization dedicated to "Social Justice for All Citizens with Autism" through a shared vision and a commitment to positive approaches.

Brain Injury Association. <http://www.biausa.org>. The mission of the Brain Injury Association of America is to create a better future through brain injury prevention, research, education and advocacy.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). <http://www.chadd.org>. CHADD is the Nation's leading non-profit organization serving individuals with Attention-Deficit/Hyperactivity Disorder (AD/HD.) Through collaborative leadership, advocacy, research, education and support, CHADD provides science-based, evidence-based information about AD/HD to parents, educators, professionals, the media and the general public.

Children and Adolescents Bipolar Foundation (CABF). 847-256-8525. <http://www.bpkids.org>. The CABF is a parent-led, not-for-profit, web-based, membership organization of families raising children diagnosed with, or at risk for, early-onset bipolar disorder.

Federation of Families for Children's Mental Health (FFCMH). (425) 277-0426. <http://www.ffcmh.org>. A national, parent-run, non-profit organization focused on the needs of children and youth with emotional, behavioral or mental disorders, and their families.

Learning Disabilities Association. Tollfree (888) 300-6710. <http://www.ldanatl.org>. A national, non-profit organization advancing the education and general welfare of children and adults of normal or potentially normal intelligence who manifest disabilities of a perceptual, conceptual, or coordinative nature.

National Alliance for the Mentally Ill (NAMI). <http://www.nami.org>. The Nation's voice on mental illness, NAMI is dedicated to the eradication of mental illnesses and to the improvement of the quality of life of all whose lives are affected by these diseases.

National Association of the Deaf (NAD). <http://www.nad.org>. NAD is the oldest and largest constituency organization safeguarding the accessibility and civil rights of 28 million deaf and hard of hearing Americans in education, employment, health care, and telecommunications.

National Council on Independent Living (NCIL). <http://www.ncil.org/>. A consumer-controlled organization that advances the independent living philosophy and advocates for the human rights of, and services for, people with disabilities to further their full integration and participation in society.

National Federation of the Blind. (410) 659-9314. <http://www.nfb.org>. The purpose of the National Federation of the Blind is two-fold – to help blind persons achieve self-confidence and self-respect, and to act as a vehicle for collective self-expression by the blind.

National Organization of Parents of Blind Children. (410) 659-9314 ext. 360; e-mail Bheadle@nfb.org www.nfb.org/nopbc.htm.

Self Help for Hard of Hearing People, Inc. (SHHH). <http://www.shhh.org/>.

The Arc of the United States. <http://www.thearc.org>. A National Organization of and for people with mental retardation and related developmental disabilities and their families. This online resource has been developed to provide access to facts, contacts, and news updates that will help teach more about the site's constituents and their advocacy.

Community Collaboration and Partnerships

American Youth Policy Forum (AYPF). <http://www.aypf.org/pubs.htm>. Publications by AYPF—to improve opportunities, services, and life prospects for national, state and local policymakers and practitioners.

Bates, P. E., Bronkema, J., Ames, T., & Hess, C. (1992). *Transition From School to Adult Life: Models, Linkages, and Policy. State-level interagency planning models.* In F. R. Rusch, L. DeStefano, J. Chadsey-Rusch, L. A. Phelps, & E. Symanski (Eds.) (pp. 115-129). Sycamore, IL: Sycamore Publishing.

DeFur, S. H., & Patton, J. R. (Eds.). (1999). *Transition and School-based Services: Interdisciplinary Perspectives for Enhancing the Transition Process.* Austin, TX: Pro-ed.

DeFur, Sharon H. (1999, Jan). *Transition Planning: A Team Effort*; A publication of the National Information Center for children and Youth with Disabilities; TS10. <http://www.nichcy.org/>.

Dowdy, C. A. (1996). **Vocational rehabilitation and special education: Partners in transition for individuals with disabilities.** *Journal of Learning Disabilities.* 29 (2), 138-147.

Employer partnerships in the School-to-Work transition of youth with disabilities. (1996). *Alliance, 1* (2). Champaign, IL: National Transition Alliance, 1, 3. <http://www.dssc.org>.

Employment and Training Administration. *The Workforce Investment Act of 1998: A vision*

for youth. Washington, DC: U.S. Department of Labor. <http://wdsc.doleta.gov/sga/youth/vision.htm>.

Everson, J. M. (1993). *Youth with disabilities: Strategies for interagency transition programs.* Boston: Andover Medical Publishers.

IDEA Partnerships. <http://www.ideainfo.org/>. The Partnerships have the unique opportunity to bring the multiple perspectives of service providers, families, advocates, self-advocates, local administrators and policymakers together to meet the diverse needs around the implementation of IDEA.

Interagencies and Community Systems. <http://www.transitioncoalition.org/ics/>. This resource site provides an overview of the major federal services and funding streams serving youth with disabilities.

Kellogg, A. (1993). *Resources to Develop Local Interagency Transition Agreements.* Madison, WI: Wisconsin Department of Public Instruction.

Learning and Earning: Partnerships with employers. (1998, Summer). *What's working in transition?* Minneapolis, MN: University of Minnesota. Tilson, G. P. (1996).

Relationships between education and work. <http://www.irhe.upenn.edu/cgi-bin/cat.pl>. Publications address issues of central concern to administrators, researchers, policymakers, faculty, governing board members, and other higher education stakeholders.

The employer partnership in transition for youth with disabilities. *Journal for Vocational Special Needs Education, 18* (3), 88-92.

Tindall, L. W. (1992). *Transition from School to Adult Life: Models, Linkages, and Policy* (pp. 321-340). Business linkages. F. R. Rusch, L. DeStefano, J. Chadsey-Rusch, L. A. Phelps, & E. Symanski (Eds.), Sycamore, IL: Sycamore Publishing.

Transition Toolkit

Diversity

Center for an Accessible Society. <http://www.accessiblesociety.org>. National organization designed to focus public attention on disability and independent living issues by disseminating information developed through NIDRR-funded research to promote independent living.

Center of Minority Research in Special Education. <http://curry.edschool.virginia.edu/go/comrise/>. Works to increase the number and research capacity of minority scholars in institutions of higher education with high minority enrollments; build a community of minority scholars within the larger special education research community; and improve the quality and effectiveness of culturally competent special education services for minority students.

Disability History. <http://www.disabilityhistory.org/links.html>. The disability history project is a community history project that is an opportunity for disabled people to reclaim our history and determine how we want to define ourselves and our struggles.

Women, Minorities, and Persons With Disabilities in Science and Engineering. <http://www.nsf.gov/sbe/srs/nsf00327/start.htm> The report documents both short- and long-term trends in the participation of women, minorities and persons with disabilities in science and engineering education and employment.

Career Exploration and Assessment Tools

ACT. <http://www.act.org/>. Work Keys tests and profiles of occupational requirements.

America's Career InfoNet. <http://www.acinet.org/acinet/>. Wage and employment trends, occupational requirements, state-by-state labor market conditions, millions of employer contacts nationwide, and the most extensive career resource library online.

America's Career Kit. <http://www.eworkforce.org/careerkit/>. A place for individuals to seek information about jobs, occupations and training needs for different occupations.

American Guidance Service. <http://www.agsnet.com/>. Test publishers - including assessment of disability characteristics, career exploration, and portfolio materials.

BLS Career Information For Students. http://stats.bls.gov/k12/html/edu_over.htm. Career Possibilities for students based on their interests.

Bridges. <http://www.bridges.com/>. North America's leading provider of career and educational planning solutions.

Card Sort. <http://www.div17.org/vocpsych/resources/cardsort.pdf>. This manual describes the background to a direct assessment of interest categories without the use of a questionnaire. It is based on a card-sort procedure that focuses on Outdoor, Practical, Scientific, Creative, Business, Office and People Contact work interests.

Career Exploration. <http://jobshadow.monster.com/career/>. Tools and activities to aid in career exploration.

CareerInfoNet. Great step-by-step career exploration process. <http://www.acinet.org/> Click on "What it takes."

Career Research and Testing. <http://www.careertrainer.com>. Web links on careers.

Compendium of Assessment and Research Tools (CART). <http://cart.rmcdenver.com/>. A database that provides information on instruments that measure attributes associated with youth development programs.

CXOnline. <http://usa.cx.bridges.com/>. CX Online is a comprehensive, Internet-based career development system.

DecideRight Software. <http://www.performancesolutionstech.com/DecideRight.htm>. Software designed to assist in important decision making (weighing all the options, considering pros and cons).

Developing a Career Strategy. <http://www.doi.gov/octc/strategy.html>. A DOI Online Career Transition Course.

DOT On-line. <http://www.oalj.dol.gov/libdot.htm>. Online Dictionary of Occupational Titles.

Edits Online. <http://www.edits.net/>. Test publishers, including the Copes/Caps/Copes measures of interest, ability and values.

Index of Learning Styles. <http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSpace.html>. An instrument used to assess preferences on four dimensions (active/reflective, sensing/intuitive, visual/verbal, and sequential/global) of a learning style model formulated by Richard M. Felder and Linda K. Silverman.

Inventories. <http://www.pineymountain.com/showcase.htm>. Learning Styles Inventory, Basic Skills Locator Tests, Situational Assessment Modules, SCANS Competencies, etc.

Inventory of Work-Related Values. <http://www.purduenc.edu/sa/discover/values.html>.

Key Train. <http://www.keytrain.com>. KeyTrain Software and Workplace Curriculum – The premiere training system for workkeys.

Major to Career Converter. <http://jobshadow.monster.com/converter/>.

Marketing Education Resource Center. <http://www.mark-ed.com/>. Career Exploration and career-related curriculum in a variety of formats.

National Center for Workforce Preparation. <http://www.fourhcouncil.edu/programs/main.asp?subid=30&catid=1>. A Division of the National 4-H Council dedicated to helping young people acquire basic skills, explore career opportunities and gain experience in the workplace.

National Occupational Competency Testing Institute. <http://www.nocti.org/>. Competency testing in a variety of occupations.

National Training Support Center. <http://www.learningconnections.org/ntsc.htm>. Portfolio and Career Game materials developed by the National Occupational Information Committee.

O*NET On-line. <http://online.onetcenter.org/>. Making occupational information interactive and accessible for all. Includes occupation and skills search, details and crosswalks for individual careers.

Projections of Occupational Employment Growth. <http://almis.dws.state.ut.us/occ/projhome.asp> 1998-2008, by occupation and state.

Steps to Career/Life Planning success. <http://www.cdm.uwaterloo.ca/steps.asp>.

Talent Assessment. <http://www.talentassessment.com/contact.html>. Vocational assessment measures, particularly hands-on and curriculum based.

U.S. Department of Labor. (1998). **Occupational outlook handbook**. Washington, DC: U.S. Government Printing Office.

U.S. Department of the Interior (DOE) Occupational Exploration. <http://www.doi.gov/octc/occupati.html>.

U.S. Department of the Interior (DOI) Career Manager. <http://www.doi.gov/octc>.

Value Inventory. <http://www.adm.uwaterloo.ca/infocecs/CRC/manual/values.html>.

Work Values. <http://www.saf.uwplatt.edu/counsel/career/workval.htm>. Rating Satisfaction from work: A Self Evaluation.

Psychological Assessment Tools

AdvisorTeam.com. Offers an **online personality inventory**.

Keirsey. <http://www.keirsey.com/>. The website for the Keirsey Temperament Sorter and Keirsey Temperament Theory.

Meyers-Briggs. <http://www.personalitypage.com/>. A website about Psychological Type, based primarily upon the works of Carl G. Jung and Isabel Briggs Myers.

Personality Instrument. <http://www.doi.gov/octc/personal.html>. Personality instruments are tools that give continuing insight into ourselves and others. They are frequently used to help individuals see their preferences, potential strengths and weaknesses, and how they relate to different occupations.

Personality Inventory (Temperament). <http://www.advisorteam.com/user/kts.asp>.

Psychological Assessment tools. <http://www.parinc.com/> Test publishers, including Holland-based Interests.

Psychological Tests. <http://library.pittstate.edu/ref/psych/m.html>. Very extensive list of standardized tests, including descriptions and test reviews.

Psychorp. <http://www.psychcorp.com/>. One of the largest publishers of standardized tests used in career assessment.

Self Efficacy Ratings. <http://userpage.fu-berlin.de/~health/selfscal.htm>. The Generalized Self-Efficacy Scale is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life.

Test Central. <http://www.test.com/>. Technology and Content for organizational learning,

certification, survey, and assessment.

Rehabilitation Technology Resources

ABLEDATA. <http://www.abledata.com>. Provides information on assistive technology and rehabilitation equipment available from domestic and international sources to consumers, organizations, professionals, and caregivers within the United States.

Alliance for Technology Access (ATA). <http://www.ataccess.org>. The ATA is a network of community-based Resource Centers, Developers and Vendors, Affiliates and Associates, dedicated to providing information and support services to children and adults with disabilities, and increasing their use of standard, assistive and information technologies.

Impact of Exemplary Technology-Support Programs On Students With Disabilities. <http://www.ncd.gov/newsroom/publications/techsupport.html>.

International Braille and Technology Center for the Blind. www.nfb.org/tech/IBTC.htm.

Rehabilitation Engineering and Assistive Technology Society of North America (RESNA). <http://www.resna.org/>. An interdisciplinary association of people with a common interest in technology and disability whose purpose is to improve the potential of people with disabilities to achieve their goals through the use of technology.

Searchable Online Accommodation Resource (SOAR) of the Job Accommodation Network. <http://www.jan.wvu.edu/soar/>.

Untangling the web. <http://www.icdi.wvu.edu/others.htm> Where to go to get disability information.

Job Readiness and Job Placement Tools

AssessNet. <http://www.assess.net/>. A needs-based service for finding accommodations for individuals with disabilities that utilizes an expert, system-like methodology developed under National Science Foundation, U.S Department of Education, and internal company research projects.

Brainbench. <http://www.brainbench.com/>. Provides online certification and assessment of more than 350 different skills that drive business success today.

Callahan, M. J. & Garner, B. (1997). **Keys to the workplace: Skills and supports for people with disabilities.** Baltimore: Paul H. Brookes.

Careers. <http://www.careers.org>. Offers a free and comprehensive career research and job-hunting site, organized by topic, that includes regional resources, expert job advice, career articles, and the best career sites on the Web.

Courses in job analysis. <http://hru.das.state.oh.us/descript.htm#ada>.

- DiLeo, D., Luecking, R. & Hathaway, S. (1995). **Natural supports in action: Strategies to facilitate employer supports of workers with disabilities**. FL: Training Resource Network, Inc.
- Job Accommodation Network (JAN)**. <http://www.jan.wvu.edu/english/homeus.htm>. JAN is a free consulting service that provides information about job accommodations, the Americans with Disabilities Act (ADA), and the employability of people with disabilities.
- Job Analysis**. <http://www.hr-guide.com/jobanalysis.htm>. A process to establish and document the 'job relatedness' of employment procedures such as training, selection, compensation, and performance appraisal.
- Job Interviews** <http://www.meetit.com/intvtque.html> This site has one hundred of the most common questions asked in a job interview.
- Job Seeking Skills**. <http://www.job-interview.net/Bank/JobInterviewQuestions.htm>. Job Interview Questions and Answers.
- Labor Market Supply and Demand Information**. <http://www.census.gov/epcd/www/naics.html>. By census.
- Murphy, S. T. & Rogan, P. M. (1994). **Developing natural supports in the workplace: A practitioner's guide**. FL: Training Resource Network, Inc.
- National Collaborative on Workforce and Disability (NCWD)**. <http://www.ncwd-youth.info/>.
- National Federation of the Blind (NFB) Jobline** ®. Tollfree 800-414-5748 (Telephone Job Search Assistant). www.nfb.org/jobline/enter.htm.
- Occupational Requirements (Work Keys)**. <http://www.act.org/workkeys/profiles/occuprof/index.html>. An occupational Profile table, which contains 1,385 occupational profiles developed from more than 6,148 job profiles in the ACT job profile database.
- Richard Bolles' Site. <http://www.jobhuntersbible.com/index.html>. This site is designed as a *supplement* to his book, *The 2002 Edition of What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*, published by and available from Ten Speed Press.
- Secretary's Commission on Achieving Necessary Skills (SCANS)**. <http://wdr.doleta.gov/SCANS/>. A commission convened in the early 1990s to study the knowledge, skills and abilities of employers. SCANS skills are those work readiness skills most employers indicate they need.
- Simon, M. & Cobb, B. (1994). **Meeting the needs of youth with disabilities: Handbook for implementing community-based vocational education programs according to the Fair Labor Standards Act**. MN: The National Transition Alliance, University of Minnesota.

www.wripac.com/services.htm. Sharing and free exchange of improved professional personnel selection standards.

Work Support website providing information, resources and research about work and disability issues. <http://www.worksupport.com/>.

Post-Secondary Education Resources

Association on Higher Education and Disability (AHEAD). <http://www.ahead.org>. AHEAD is an international, multicultural, organization of professionals committed to full participation in higher education for persons with disabilities.

Federal Student Aid Homepage <http://www.ed.gov/offices/OSFAP/Students/>.

Govconnect. <http://www.govconnect.com/> Financial aid information.

HEATH Resource Center at the George Washington University. <http://www.heath.gwu.edu/> National Clearinghouse on Postsecondary Education for individuals with disabilities. Serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities.

Postoutcomes Network of the National Center on Secondary Education and Transition. <http://www.ncset.hawaii.edu/>. The Postoutcomes Network focuses on issues of postsecondary education, employment and transition for individuals with disabilities. The goal of the network's research and activities is to ensure that students achieve positive post-school results.

Training and Technical Assistance Resources

Center on Education and Work (CEW). <http://www.cew.wisc.edu/>. Seeks to enhance the quality of career-related learning for all individuals in schools, colleges, and the workplace.

Continuing Education. <http://www.nchrtn.okstate.edu/pages/rcep.html>. A guide to the RRCEPs across the country, provided by the National Clearinghouse of Rehabilitation Training Materials.

Dept. of Education, Office of Special Education Programs, Technical Assistance and Dissemination Network. <http://www.ed.gov/offices/OSERS/OSEP/Resources/link.html>. Provides links to the technical assistance and dissemination network funded by OSEP.

Dowdy, C. A., & Evers, R. B. (1996). *Intervention in School and Clinic; Preparing students for transition: A teacher primer on vocational education and rehabilitation*, 31 (4), 197-208.

ILRU (Independent Living Research Utilization). www.ilru.org. A national center for information, training, research, and technical assistance in independent living.

National Center on Secondary Education and Transition. <http://www.ncset.org/>. Seeks to increase the capacity of national, state, and local agencies and organizations to improve secondary education and transition results for youth with disabilities and their families.

National Clearinghouse for Professions in Special Education (NCPSE). <http://www.special-ed-careers.org/>. NCPSE is operated by the Council for Exceptional Children (CEC). NCPSE is an information resource for professionals and potential students in the fields of special education and the related services professions.

National Consortium. <http://www.rrcepnationalconsortium.org>. This is the portal page for all Regional Rehabilitation Continuing Education Programs (RRCEPs) in the ten Federal Department of Education regions.

Pro-Ed Series on Transition Issues; Pro-Ed, Inc., 8700 Shoal Creek Blvd., Austin TX. 78757-6897 (800) 897-3202 <http://www.proedinc.com>

Professional Development Partnerships (PDP). <http://www.dssc.org/pdp/pdpdes.htm>. A page from the Technical Assistance Center for Professional Development Partnerships, which provides an overview and web links to a comprehensive description of each of five PDPs nationwide.

Project TechLink. <http://www.vcu.edu/rrtcweb/techlink/e-mail.html>. The purpose of TechLink is to disseminate information through the World Wide Web on transition and school to adulthood to teachers, parents and other related service personnel.

Regional Educational Laboratory (REL) Network. <http://www.relnetwork.org/about.html>. The network of 10 Regional Educational Laboratories, serving geographic regions that span the nation, works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research to practice.

Regional and National Technical Assistance Links. <http://www.rcep6.org/>. A site with links to Regional Rehabilitation Continuing Education Programs (RRCEPs), Regional Rehabilitation Continuing Educational Programs—Community Rehabilitation Programs (RRCEP-CRPs), Disability Business Technical Assistance Centers (DBTACs), and Rehabilitation Research and Training Centers (RRTCs).

Regional Resource and Federal Center (RRFC). <http://www.dssc.org/frc/TAGuide/welcome.htm>. Directory of Selected Technical Assistance providers.

School-to-Work Transition. <http://ericec.org/faq/sch2wrk.html>. The Educational Resources Information Center (ERIC) Clearinghouse on disabilities and gifted education.

SPED Jargon. <http://www.iep4u.com/acronym.htm>. *What do all those acronyms mean?* A guide to the many acronyms and abbreviations associated with SPED.

Transition Coalition at the University of Kansas. <http://www.transitioncoalition.org>. Offers free publications, online training modules, project information and links to professionals, family members, individuals with disabilities, and others interested in the transition from school to adult life.

Transition Research Institute at Illinois (TRI), University of Illinois at Urbana-Champaign. <http://www.ed.uiuc.edu/SPED/tri/institute.html>. TRI identifies effective practices, conducts intervention and evaluation research, and provides technical assistance activities that promote the successful transition of youth with disabilities from school to adult life.

Transition Services Project: Transition Resource Catalog 2001; A State Discretionary Project offered through the Michigan Department of Education, Office of Special Education/Early Intervention Services.

Transition Services: Changing the What, How and Who in IEPs. <http://www.usu.edu/~mprrc/transition.htm>.

U. S. Department of Education. (2000, July). *A Guide to the Individualized Education Program*. From the Office of Special education and Rehabilitative Services.

Professional Organizations and Professional Development Resources

“On Preparing Teachers for the Future.” http://www.edc.org/urban/OP_Teach.pdf. A document from the Education Development Center (EDC) concerning issues for teachers with an increasing range of students.

“Tried & True: Tested Ideas for Teaching & Learning.” <http://www.ed.gov/pubs/triedandtrue/index.html>. A document located on the U.S. Department of Education website that features sixteen programs to improve teaching and learning, developed by the Department-supported Regional Educational Labs. Each program has an extensive research base, has been kept up-to-date, and has clear evaluation data. Each has been endorsed and supported by all 10 Labs and can be adapted to a variety of school and community settings.

American Association of Colleges for Teacher Education. <http://www.aacte.org/research>. The professional organization of college universities that prepare teachers and other education personnel.

American Association of School Administrators (AASA). http://www.aasa.org/publications/ln/todays_headlines.htm. A professional organization for over 14,000 educational leaders across America and in many other countries. AASA’s mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children.

Center for Change in Transition Services. <http://depts.washington.edu/ccts>. This website provides special education teachers, directors, students and their families with resources, information and news regarding secondary special education and transition services.

Center on Education and Work. <http://www.cew.wisc.edu/>. Seeks to enhance the quality of career related learning for all individuals in schools, colleges, and the workplace.

Commission on Certification of Work Adjustment and Vocational Evaluation Specialists. <http://www.ccwaves.org>. A nationally recognized certifying body that sets, maintains, and promotes high standards consistently and responsively, for persons who practice vocational evaluation, career assessment and work adjustment. The website contains information on certification, re-certification, and CEU credits for workshops and presentations.

Commission on Rehabilitation Counselor Certification. <http://www.crccertification.com/>. Certified Rehabilitation Counseling web page. This section focuses on professional development requirements and re-certification.

Continuing Education. <http://www.nchrtm.okstate.edu/pages/rcep.html>. A guide to the RRCEPs across the country, provided by the National Clearinghouse of Rehabilitation Training Materials.

Continuing Education and Renewal. http://www.crccertification.com/cont_ed.html.

Institute on Disability, University of New Hampshire. <http://www.iod.unh.edu/>.

National Clearinghouse of Rehabilitation Training Materials. <http://www.nchrtm.okstate.edu/>.

National Clearinghouse for English Language Acquisition. <http://www.ncela.gwu.edu/>. This site covers preservice, in-service, and continuing education for administrators, teachers, teacher aides, and other educational personnel involved in the education of linguistically and culturally diverse students. Go to Online Library for articles on education personnel, training and professional development. Funded by OBEMLA.

National Rehabilitation Association (NRA). <http://www.nationalrehab.org/website/index.html>. NRA's mission is to provide advocacy, awareness and career advancement for professionals in the fields of rehabilitation.

National Staff Development Council (NSDC). <http://www.nsd.org/>. NSDC, founded in 1969, is the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement. The Council's fundamental purpose is to address the issues confronted by all participants in the reform process.

Rehabilitation Counseling. http://www.gradschools.com/listings/distance/rehab_cnsl_distance.html. Graduate distance learning programs.

Rehabilitation Counseling. http://www.gradschools.com/listings/menus/rehab_cnsl_menu.html. Graduate school directories.

Rehabilitation Counseling Web Links. <http://www.gwu.edu/~chaos/rehab/Links4.htm>.

Resources for Professional Development. <http://ed.gov/pubs/IASA/newsletters/profdev/>

[pt4.html](#). From the Improving America's Schools Newsletter on Issues in School Reform. May 1996.

TechLink. <http://www.vcu.edu/rrtcweb/techlink/courses.html>. Online Courses.

Technical Assistance Center for Professional Development Partnerships. <http://www.dssc.org/pdp/>. Committed to facilitating and supporting the development of collaborative partnerships for the preparation of educators. This web site contains a vast array of resources about organizations, publications, conferences and web sites related to the professional development of educators, as well as links to the five Professional Development Partnership (PDP) Projects nationwide. Funded by OSEP.

Unofficial Rehabilitation Counseling Web Page. <http://luna.cas.usf.edu/~rasch/>. Contains information useful to practitioners, consumers, and individuals planning to enter the discipline of Rehabilitation Counseling.

National Organizations

Council for Exceptional Children (CEC). Tollfree (888) 232-7733; TTY (text only) (703) 264-9446; Email service@cec.sped.org. <http://www.cec.sped.org>. The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Council for Exceptional Children, Division on Career Development and Transition. <http://www.dcdt.org/>. Focuses on the career development of children, youth and adults of all ages and exceptionalities.

Disabilities Studies and Services Center (DSSC). <http://www.dssc.org/>. A department of the Academy for Educational Development (AED).

Disability Resources. <http://www.disabilityresources.org/>. Disability Resources is a nonprofit organization that monitors, reviews, and reports on the resources available to people with disabilities.

IDEA Practices. <http://www.ideapractices.org>. Office of Special Education Programs. The IDEA Partnerships inform professionals, families, and the public about IDEA '97 and strategies to improve educational results for children and youth with disabilities.

Institute for Community Inclusion. <http://www.communityinclusion.org/index.html>. The Institute for Community Inclusion supports the rights of children and adults with disabilities to participate in all aspects of the community.

Institute on Community Integration (ICI). <http://www.ici.umn.edu>. A University of Minnesota affiliated program on Developmental Disabilities. ICI's mission is to improve the community services and social supports available to individuals with developmental disabilities, and their families, throughout the United States and abroad.

LDOnline. <http://ldonline.org/>. A leading web site for parents, teachers, and other professionals on learning disabilities.

Marriott Foundation for People with Disabilities. <http://www.marriottfoundation.org>
Bridges from School-to-Work.

National Center on Education, Disability and Juvenile Justice. <http://www.edjj.org/parent.html>. A collaborative research, training, technical assistance and dissemination program designed to develop more effective responses to the needs of youth with disabilities in the juvenile justice system, or those at-risk for involvement with the juvenile justice system.

National Employer Leadership Council. <http://www.nelc.org/aboutnelc/>. The National Employer Leadership Council – advocates and supports School-to-Careers (STC) initiatives combining Classroom courses and real-life learning to ensure all students meet high standards, and therefore, preparing them for continuing education and the cutting-edge jobs of the 21st Century.

National Organization on Disability. (202) 293-5960. <http://www.nod.org>. Promotes the full and equal participation of America's 54 million men, women, and children with disabilities in all aspects of life.

National Transition Network (NTN). <http://ici2.coled.umn.edu/ntn/>. NTN was funded until 9/30/01 and provided technical assistance and evaluation services to states with grants for Transition Systems Change and School-to-Work.

New Mobility. <http://www.newmobility.com/>. New Mobility Magazine and online resource for disability culture and lifestyle.

Training and Technology Centers. <http://www.tatc.org>. Making employment and independence possible for people with disabilities.

Vocational Evaluation and Work Adjustment Association (VEWAA). <http://www.vewaa.org>. VEWAA is an independent organization whose members provide services to individuals with disabilities and non-disabled people who need assistance with vocational development and/or career decision making.

Afterword

Applying Knowledge

If you have knowledge, let others light their candles with it.
Winston Churchill, 1974-1965, British Statesman, Prime Minister

Why people write:

Though for no other cause,
Yet for this.
That posterity may know
We have
Not loosely through silence
Permitted things to pass away
As in a Dream.

Richard Hooker
Theologian, 1554-1600

Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents, meetings and material assistance which no man could have dreamed would have come his way. Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now.
Johann Wolfgang Von Goethe, 1949-1832, German Poet, Dramatis, Novelist

References

Anderson-Inman, L., Knox-Quinn, C. & Szymanski, M. (1999). Computer-supported studying: Stories of successful transition to post-secondary education. *Career Development for Exceptional Individuals*, 22 (2), 185-212.

Assistance to the States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities [Final Regulations], 64 Fed. Reg. 48 (March 12, 1999) (to be codified at 34 CFR Part 300).

Benz, M. R., Lindstrom, L. & Yovanoff, P. (2000, Summer). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children*, 66 (4), 509-29.

Blalock, G. (1996). Community transition teams as the foundation for transition services for youth with learning disabilities. *Journal of Learning Disabilities* (29), 1, 148-159.

Block, P. (1981). *Flawless consulting: A guide to getting your expertise used*. San Diego, CA: Pfeiffer & Company.

Bruns, D. & Fowler, S. A. (1999, May/June). Culturally sensitive transition plans for young children and their families. *Teaching Exceptional Children*, 31 (5), 26-25.

Carlson, E., Brauen, M., Klein, S., Schroll, K., & Willig, S. (2002). *Study of personnel*

- needs in special education: Key findings*. Retrieved March 12, 2003, from <http://www.spense.org/KeyFindings.pdf>.
- Castellano, C. & Kosman, D. (1997). *The bridge to Braille: Reading and school success for the young blind child*. Baltimore: National Organization of Parents of Blind Children, National Federation of the Blind.
- Commission on Rehabilitation Counselor Certification. (2003.) *CRC Certification Guide*. Retrieved March 7, 2003, from http://www.crcertification.com/pdf/crc_guide_us.pdf
- Cornell University. (2000). Americans with Disabilities Act: Implementation in federal and private workplaces. Institute for Workplace Studies. Retrieved March 6, 2003, from http://www.ilr.cornell.edu/iws/ada_wi.pdf.
- Council for Exceptional Children, Division on Career Development and Transition. (2000). Transition-related planning, instruction, and service responsibilities for secondary special educators. Fact sheet. Retrieved March 7, 2003, from http://www.dcdt.org/pdf/transit_plan.pdf.
- Council for Exceptional Children, Division on Career Development and Transition. (2000). Transition specialist competencies. Fact sheet. Retrieved March 7, 2003, from http://www.dcdt.org/pdf/trans_educators.pdf.
- Council of State Administrators of Vocational Rehabilitation (2002, November). Principles for the CSAVR during the 2002 reauthorization of the Individuals with Disabilities Education Act. Retrieved on February 5, 2003, from http://www.rehabnetwork.org/position_papers/rofidea.htm.
- Defur, S. H. & Taymans, J. M. (1995, September). Competencies needed for transition specialists in vocational rehabilitation, vocational education, and special education. *Exceptional Children*, 62 (1), 38-48.
- English, Tracy. What the NLTS has to say about effective transition planning (n.d.). Retrieved March 12, 2003, from College of William and Mary Training and Technical Assistance Center Web site: <http://www.wm.edu/TTAC/articles/transition/nlts.html>.
- Field, S., Martin, J., Miller, R., Ward, M., & Weymeyer, M. (1998). *A practical guide for teaching self-determination*. Reston, VA: Council for Exceptional Children. (p. 2)
- Great-Quotes.com. Source of quotes throughout the document. Retrieved February 17, 2003, from <http://www.great-quotes.com/>.
- Guy, B. & Schriener, K. (1997, Fall). Systems in transition: Are we there yet? *Career Development for Exceptional Individuals*, 20 (2).
- Harbin, G. L. (1996). The challenge of coordination. *Infants and Young Children*, (8) 3, 68-76.
- Hayward, B. J. and Schmidt-Davis, H. (2000, July). Longitudinal Study of the Vocational Rehabilitation Service Program. Fourth Interim Report: Characteristics and Outcomes of Transitional Youth in VR. Research Triangle Institute. Retrieved March 6, 2003 from <http://www.ed.gov/offices/OSERS/RSA/Research/studies/index.html>.
- Hasazi, S., Furney, K., & DeStefano, L. (1999). Implementing the IDEA transition mandates. *Exceptional Children*, 65(4), 555-66.
- Hughes, C., Hwang, B., Kim, J., Killian, D., Harmer, M., & Alcantra, P. (1997). A preliminary validation of strategies that support the transition from school to adult life. *Career Development for Exceptional Individuals*, 20(1), 1-14.
- John J. Heldrich Center on Workforce Development (2000, May). *Recipes for success: Youth council guide to creating a youth development system under WIA*. (Task Order #K-6826-8-0080-30). Washington, DC: In cooperation with the Sar Levitan Center for Policy Studies at Johns Hopkins University and the Nation Youth Employment Coalition for the U. S. Department of Labor/Employment and Training Administration/Office of Youth Opportunities. Retrieved February 24, 2003 from, <http://www.doleta.gov/usworkforce/resources/pdf/recipes-ycouncil.pdf>.
- Johnson, L., Zorn, D., Kai Yung Tam, B., Lamontagne, M. & Johnson, S. (2003, Winter). Stakeholders' views of factors that impact successful interagency collaboration. *Exceptional Children*, 69(2), 195-209.
- Jorgensen, C. M. (1998) *Restructuring high schools for all students: Taking instruction to the next level*. Baltimore: Paul H. Brookes Publishing Co.
- Knox, D. (1998, November). A life changing experience. *Braille Monitor*, 41(10), National Federation of the Blind, 762-764.
- Kohler, P. (1993). Best practices in transition: Substantiated or implied? *Career Development for Exceptional Individuals*, 16, 107-121. Council for Exceptional Children, Division on Career Development and Transition.
- Kohler, P. (1996). A taxonomy for transition programming: Linking research and practice. Champaign, IL: University of Illinois, Transition Research Institute. Retrieved March 7, 2003, from <http://www.ed.uiuc.edu/sped/tri/toc.html>.
- Kohler, P. (1997). *Transition-related instruction and services: Who does what?* Champaign, IL: University of Illinois, Transition Research Institute.
- Kohler, P. (1998). Implementing a transition perspective of education: A comprehensive approach to planning and delivering secondary education and transition services. In F.R. Rusch, & J.G. Chadsey (Eds.), *Beyond high school: Transition from school to work* (pp.179-205). Belmont, CA: Wadsworth Publishing Co.
- Kohler, P. (2001). Collaboration, Partnership, and Leadership. In School to Work Sustainability Toolkit: A Resource for States. Champaign, IL: Transition Research Institute, National Transition Alliance for Youth with Disabilities. Retrieved February 5, 2003 from, <http://www.ici.coled.umn.edu/ncset/publications/nta/stwstoolkit/partnerships.html>
- Kohler, P., DeStefano, L., Wermuth, T., Grayson, T., & McGinty, S. (1994). An analysis of exemplary transition programs: How and why are they selected? *Career development for exceptional individuals*. 17:2, 187-201.
- Kohler, P. D. (1998, June). From research to practice: Improving transition-focused education

- through professional development. Paper presented at the Annual Meeting of Model Demonstration and Transition System Change Project Directors, Washington, D.C.
- Mack, M. (2001). Alignment of Resources and Programs. In *School to work sustainability toolkit: A resource for states*. Champaign, IL: Transition Research Institute, National Transition Alliance for Youth with Disabilities. Retrieved February 5, 2003, from <http://www.ici.coled.umn.edu/ncset/publications/nta/stwstoolkit/alignment.html>.
- Marriott Foundation for People with Disabilities. (2002). Who We Are. Retrieved February 5, 2003, from <http://www.marriottfoundation.org/facts.htm>.
- Maurer, M. (2000, June 1). Blind but not inferior to others: Blindness, quotas, and the disadvantages of civil rights. Speech by Marc Maurer, President of the National Federation of the Blind, given to New College at the University of Oxford in Oxford, England. Vital Speeches of the Day (66), 16, p. 492-496.
- Morningstar, M.E. & Kleinhammer-Tramill, P. J. (1999, May). Using successful models of student-center transition planning and services for adolescents with disabilities. *Focus on Exceptional Children*, (31) 9, 1-21.
- National Business & Disability Council. (2000). A letter to the President. Retrieved August 10, 2003 from, http://www.business-disability.com/Whats_New/letterpresident.asp.
- National Council on Disability. (2000, January 25). Back to school on civil rights. Retrieved February 5, 2003, from http://www.ncd.gov/newsroom/publications/backtoschool_1.html#2.
- National Council on Disability. (2000, November). Transition and post-school outcomes for youth with disabilities: Closing the gaps to post-secondary education and employment. Retrieved February 5, 2003, from http://www.ncd.gov/newsroom/publications/transition_11-1-00.html.
- National Council on Disability & the National Urban League. (2002, April 18). A guide to disability rights laws. Retrieved February 5, 2003, from <http://www.ncd.gov/newsroom/publications/disabilityrights.html>
- National Information Center for Children and Youth with Disabilities (NICHCY). (1996, October). The education of children and youth with special needs: What do the laws say? News Digest 15 (ND15), Interim Update. Retrieved February 5, 2003, from <http://www.nichcy.org/pubs/newsdig/nd15txt.htm>.
- National Information Center for Children and Youth with Disabilities (NICHCY). (1999). Transition planning: A team effort. (#TS 10). Retrieved February 5, 2003, from <http://www.nichcy.org/pubs/transum/ts10txt.htm>.
- National Institute for Work and Learning, Academy for Educational Development. (1995, June). Cross-site analysis: Learning from experience: A cross-case comparison of school-to-work transition reform initiatives. Prepared by Anne Rogers, Susan Hubbard, Ivan Charner, Bryna Shore Fraser, and Richard Horne. Retrieved February 5, 2003, from <http://www.ed.gov/pubs/SER/SchoolWork/study7h.html>.
- National Organization on Disability. (2001, July 25). Education and disability statistics: a historical perspective. Revised from N.O.D. Disability Agenda "Education and Disability" article of Spring 1999. Retrieved August 10, 2003, from <http://www.nod.org/content.cfm?id=133>.
- National Transition Alliance for Youth with Disabilities. (2001). School to work: Sustainability toolkit, a resource for states. Edited by Jordan Knab and Adrea Edelman. Retrieved August 10, 2003, from <http://ici.umn.edu/ncset/publications/nta/stwstoolkit/default.html>
- National Youth Development Information Center. Definitions of youth development (and related terms). Retrieved March 11, 2003, from www.nydic.org/nydic/devdef.html
- New York State Education Department (1984) *Report On The National Conference On Transition For Youth With Handicapping Conditions To Work, Coordination Of State Policies And Practices*. Albany: ED 252 662.
- Office of Special Education Programs. (1987-1993). *The National Longitudinal Transition Study*. (Contract No. 300-87-0054). Washington, DC: SRI International for the U.S. Department of Education. Summary retrieved March 1, 2002 from <http://www.sri.com/policy/cehs/publications/dispub/nlts/nltssum.html>
- Office of Special Education Programs. (1997). 1997 OSEP Annual Report, Appendix E. Activities and Results of the State Transition Grants. Retrieved August 10, 2003, from <http://www.ed.gov/offices/OSERS/OSep/Research/OSep97AnlRpt/pdf/appende.pdf>
- Oregon Health Sciences University. Parents as Partners Project. Project summary August 1997 to September 1999. Retrieved February 5, 2003, from <http://www.ohsu.edu/selfdetermination/parents.shtml>.
- Parent Advocacy Coalition for Educational Rights (PACER), Technical Assistance On Transition And The Rehabilitation Act (TATRA). (2001, April). A survey of federally funded parent centers. Retrieved March 7, 2003, from <http://www.pacer.org/tatra/survey.pdf>
- Pasternack, R. (2002, January 22). No Child Left Behind: Implications for secondary education and transition. Transcript of conference call presentation of the National Center on Secondary Education and Transition. Retrieved August 10, 2003, from http://www.ncset.org/teleconferences/transcripts/2002_01.asp.
- Policymaker Partnership for Implementing IDEA. If transition is such a great idea - then why is it so difficult to implement, promising practices sites currently identified. Retrieved February 17, 2003, from http://www.ideapolicy.org/tue_oct_3/sites.htm.
- President Bush. (2001, February). New Freedom Initiative, Fulfilling America's Promise to Americans with Disabilities. Retrieved February 5, 2003, from <http://www.hhs.gov/newfreedom/>.
- Presidential Task Force on the Employment of Adults with Disabilities (1999). Report from the Subcommittee on Expanding Employment Opportunities for Young People with Disabilities. Retrieved March 9, 2003, from <http://www.library.dol.gov/special/ada/ada2.htm>.

- Presidential Task Force on Employment of Adults with Disabilities. (2000). Letter to President on actions to increase employment of Americans with disabilities. Retrieved March 9, 2003, from <http://www.library.dol.gov/special/ada/ada2.htm>.
- Public Law 105-220, the Workforce Investment Act of 1998. Retrieved February 5, 2003, from <http://www.doleta.gov/usworkforce/asp/act.asp>.
- Research Triangle Institute (1998). A Longitudinal Study of the Vocational Rehabilitation Service Program. Third Interim Report. Characteristics and Outcomes of Former VR Consumers with an Employment Outcome. Retrieved March 6, 2003, from <http://www.ed.gov/offices/OSERS/RSA/Research/studies/index.html>.
- Ryles, Ruby. (1998). New research study: Early Braille education vital in establishing lifelong literacy. Retrieved February 25, 2003, from <http://www.nfb.org/fr/fr2/fr99sf13.htm>.
- Spera, V. & Williams, A. (2000). The NTA Resource Bulletin: Employer Involvement. Champaign, IL: Transition Research Institute, National Transition Alliance for Youth with Disabilities. Retrieved February 5, 2003, from http://ici.umn.edu/ncset/publications/nta/bulletins/sept_2000.html.
- State Vocational Rehabilitation Services Program [Rules and Regulations], 66 Federal Register 11 (January 17, 2001) (Volume 66, Number 11) (to be codified at 34 CFR Part 361).
- Storms, J., O'Leary, E., & Williams, J. (2000). Transition requirements: A guide for states, districts, schools, universities and families. *Minneapolis, MN: University of Minnesota, Institute on Community Integration*. Retrieved February 5, 2003, from <http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm>.
- Thuli, K.J., and Hong, E. (1998). *Employer Toolkit*. National Transition Alliance for Youth with Disabilities, Academy for Educational Development. Washington, DC. Retrieved February 5, 2003, from <http://ici.umn.edu/ncset/publications/nta/tools/emptool.htm>.
- Twenty-sixth Institute on Rehabilitation Issues. (2000). *The family as a critical partner in the achievement of a successful employment outcome*. Fayetteville, AR: University of Arkansas, Department of Rehabilitation, Human Resources and Communications Disorders, Region 6 Rehabilitation Continuing Education Center.
- U. S. Department of Education (n.d.). *Fact Sheet, the No Child Left Behind Act of 2001*. Retrieved February 24, 2003, from <http://www.ed.gov/offices/OESE/esea/factsheet.html>.
- U.S. Department of Education (2000). *Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*. Washington, DC. (pp. A210, Table AC2). Retrieved February 26, 2003, from <http://www.ed.gov/offices/OSERS/OSEP/Products/OSEP2000AnlRpt/index.html>.
- U. S. Department of Education, Office of Special Education Programs (2001). *Twenty-third Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, Section IV Policies*. Retrieved March 10, 2003, from http://www.ed.gov/offices/OSERS/OSEP/Products/OSEP2001AnlRpt/Section_IV.pdf.

U.S. Office of Personnel Management (2000) Memorandum **for heads of departments and independent agencies:** Adding talent: Hiring and promoting people with disabilities in the federal government. Retrieved February 5, 2003, from <http://www.opm.gov/hrmc/2000/msg-040a.htm>.

Wagner, M., Newman, L., D'Amico, R., Jay, E.D., Butler-Nalin, P., Marder, C., et al. (1991). *Youth with disabilities: How are they doing?* Menlo Park, CA: SRI International.

Workforce Investment Act [Final Rule], Federal Register (August 11, 2000) (to be codified at 20 CFR Part 652 et al).

APPENDIX A

Excerpt from:

A CONGRESSIONAL INSIDER'S GUIDE TO INFLUENCING DISABILITY POLICY ***General Guidelines for Disability Policy Change Agents***

Robert Silverstein, J.D., Director
Center for the Study and Advancement of Disability Policy
1730 K Street NW
Washington, D.C. 20006
202-223-5340 (Voice/TTY)
202-467-4179 (Fax)
Bobby@csapd.org (e-mail)
Melanie@csapd.org (e-mail)
1999

<http://www.ilru.org/ilnet/files/bookshelf/guidelines/guidecover.html>

quote: <http://www.ilru.org/ilnet/files/bookshelf/guidelines/guide4.html>

Chapter 3

Vision, Values and Guiding Principles

Those involved in public policy make thousands of decisions along the way from germination of a policy idea to enactment and implementation of a policy. Formulation of a vision and articulation of values and guiding principles enable individuals to participate in the policy-making process because they have a set of standards to judge when they are compromising on positions without compromising on fundamental principles.

Every piece of disability policy legislation enacted into law over the past decade includes important statements of findings and policy. The following are statements that describe our nation's vision for people with disabilities and their families:

- millions of Americans have one or more physical or mental disabilities, and the number of Americans with such disabilities is increasing.
- disability is a natural part of the human experience and in no way diminishes the right of the individual to:
 - live independently,

- enjoy self-determination,
- make choices,
- contribute to society,
- pursue meaningful careers, and
- enjoy full inclusion and integration in the economic, political, social, cultural and educational mainstream of American society.
- The goals of the nation properly include the goal of providing individuals with disabilities with the tools necessary to:
 - make informed choices and decisions, and
 - achieve equality of opportunity, full inclusion and integration in society, employment, independent living and economic and social self-sufficiency, for such individuals.
- The goals of the nation also include the goal of providing families of children with disabilities the support necessary to enable families of children with disabilities to:
 - nurture and enjoy their children at home, and
 - make informed choices and decisions regarding the nature of services, supports and resources made available to such families.
- It is the policy of the United States that all programs, projects and activities shall be carried out in a manner consistent with the principles of:
 - respect for individual dignity, personal responsibility, self-determination and pursuit of meaningful careers, based on informed choice, of individuals with disabilities;
 - respect for privacy, rights and equal access (including the use of accessible formats) of the individuals;
 - inclusion, integration and full participation of the individuals;
 - support for the involvement of a parent, a family member, a guardian, an advocate or an authorized representative if an individual with a disability requests, desires, or needs such support; and
 - support for individual and systemic advocacy and community involvement.

Appendix B

A Regional Collaboration Model

Following is one example of a rather unique interagency linkage at the federal level. This federal partnership, convened by the Regional Administrator for the Boston Regional Office, US Department of Labor, Employment and Training Administration, sought to model the types of partnerships that are mandated of the workforce investment system. As federal funding agencies, each has a responsibility to communicate the One Stop vision and to model the collaboration necessary to manifest that vision. Robert J. Semler, the Regional Administrator for ETA sought to establish this forum for information sharing and promotion of the One Stop centers and system; engage in strategizing problems and issues at a regional level and engage

in problem solving discussions among the federal agencies involved in one stop system building at the local level.

The Region I-Boston New England WIA Federal Partners began meeting in the Summer of 2000. The member agencies include regional representatives from: the Department of Housing Urban Development, Women’s Bureau, Department of Health and Human Services’ Administration for Children and Youth and Families, Office of Job Corps, Bureau of Labor Statistics, the Social Security Administration, Department of Education’s Office of Special Education and Rehabilitative Services, the Secretary’s Regional Representative for Health and Human Services, the Bureau of Apprenticeship Training, Labor and Employer Services, the Federal Transportation Administration and Food and Nutrition Programs. Recent additions include representatives from the Small Business Administration and the Office of Economic Development.

For the past two years, this group has meet on a quarterly basis to share information regarding each agencies current priorities as a basis for identifying opportunities to support each agencies individual efforts. One result has been a presentation of transportation programs and services by the Federal Transportation Service Administration to state and local One-Stop operators at a regional One-Stop Conference. There have also been presentations to New England State Vocational Rehabilitation Commissioners on the one-stop system, memorandums of understanding and potential areas for collaboration at the State and local levels.

As a result of these quarterly meetings, familiarity with partner agency programs and services, and under the framework of the One Stop delivery system, the relationships were codified in a formal document. The Agreed Upon Principles reflects each partner’s willingness and commitment to continuous improvement and fostering effective, voluntary practices in collaboration with in the State and local One Stop delivery systems.

On February 28, 2002, the Federal Partners held a signing ceremony whereby those members present signed the *Agreed Upon Principles for Federal Regional Support of One Stop Collaboration under the Workforce Investment Act*.

The specific elements of the Agreed-Upon Principles include goals the Federal Partners agree to pursue relating to the support of successful one stop operations at the local level; discusses Agency Roles for serving as an honest broker of information about One Stop; presents Unifying Principles as to how the Federal Partners will continue to support a customer focused one stop service design; and closes with the final step of Building Partnerships recognizing that relationships must precede formal negotiations and agreements. What’s unique about this partnership is its evolution from a forum of quarterly meetings and discussions to a formal agreement about how to continue working together and encourage their State and local constituents to work within the One Stop system. In this collaborative effort , each partner has committed the primary resource available at his or her disposal, staff time.

These New England Federal Partners have demonstrated a commitment to the principles of the One-Stop concept; their agreements have been codified and signed, arguably the first of it’s kind in the country; and most significantly, each member has agreed to dedicate one staff person to be part of a One Stop Liaison’s workgroup. It is envisioned that this workgroup in

addition to being a point of contact for their internal customers will also support and promote one-stop systems in partnership with the Federal Partners. (*Agreed Upon Principles for Federal Regional Support of One Stop Collaboration under the Workforce Investment Act*, February 28, 2002).

Appendix C

Development of the Iowa Paths Collaboration Survey

The Iowa Paths Collaboration Survey was developed with input from local systems change project coordinators, lead agency representatives, Iowa Paths staff members, and others connected with the Iowa Paths Systems Change Project. Collaborators met in person, via the Iowa Communications Network (ICN) and conference calls. Draft copies of the survey and subsequent recommendations were exchanged via e-mail. Four months elapsed from the initial brainstorming session to production of a final product.

Brainstorming started with “word picture” descriptions of collaboration. Word pictures describing the potential behaviors and interactions of consortium members were developed for the extremes of exemplary and potentially destructive interactions, as well as middle-of-the-road acceptable, expected interactions. These word pictures were then grouped by elements identified as important to collaboration. As the survey evolved, only word pictures depicting the extremes were retained.

Once the word pictures were categorized, discussion turned to the degree of variance between the extreme word picture descriptions. Five degrees of collaboration, rather than three, were chosen to identify the frequency of collaborative behaviors. Various terms for identifying the degree and frequency of collaboration were considered. The specificity of “high, low, neutral, low, high” and “often, seldom, neutral, seldom, often,” were debated. Defining these increments of collaboration was one of the most difficult aspects of developing the survey.

Initial distribution of the survey revealed that the “language” of collaboration and systems change, used by the collaborators in creating the survey, was a stumbling block. While the survey collaborators were comfortable with systems change terminology, the consortium members were relatively new to the language. Therefore, several statements were reworded for clarity.

How to Use the Iowa Paths Collaboration Survey

1. Determine to whom you will distribute the survey.
 - ⊙ Consider who will respond to the survey.
 - ⊙ Do you want to distribute the survey to every consortium member or only those “core” consortium members who are consistent, active participants?
2. Determine how often to solicit survey responses.
 - ⊙ Suggestion of 4x/year; absolutely no more than 6x/year.

3. Be certain that everyone understands that there are no wrong answers to the survey. The survey is a learning tool not an assessment.
4. Examine survey responses looking for general agreement and opposite or conflicting views. Both, depending on the particular survey statements, may indicate the need for technical assistance.
5. When you consider survey responses, always consider the response rate (the return percentage).

At all times remember that the survey is a learning tool, developed to help us distinguish elements of collaboration. This survey does not evaluate collaboration.

1. Environment

- a. History of collaboration or cooperation in the community
- b. Collaborative group seen as a legitimate leader in the community
- c. Favorable political and social climate

2. Membership Characteristics

- a. Mutual respect, understanding, and trust
- b. Appropriate across section of members
- c. Members see collaboration as in their self-interest
- d. Ability to compromise

3. Process and Structure

- a. Members share a stake in both process and outcome
- b. Multiple layers of participation
- c. Flexibility
- d. Development of clear roles and policy guidelines
- e. Adaptability
- f. Appropriate pace of development

4. Communication

- a. Open and frequent communication
- b. Established informal relationships and communication links

5. Purpose

- a. Concrete, attainable goals and objectives
- b. Shared vision
- c. Unique purpose

6. Resources

- a. Sufficient funds, staff, materials, and time
- b. Skilled leadership

Project:

Date:

Mark the appropriate box to choose the statement either on the left or on the right that best describes your consortium. One checkmark per line.					
Structure (S1 – S4)	Often	Seldom	Neutral	Seldom	Often
Members see how the vision of their agency or business fits into the vision/goal of the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An organizational structure with clearly defined roles and responsibilities exists and partners understand how to carry out their responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work plans are developed and utilized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback, from internal and external stakeholders, leads to changes and/or modifications in the work plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membership (M1 – M5)					
Consortium membership represents the spectrum of the community impacted by the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membership is fluid according to the project issue/need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consortium members are clear on why they are important to the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consortium members are clear on why the other members are important to the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core membership is consistent, and they are committed to and contribute to the vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership/Facilitation (L1 – L3)					
Every consortium member is encouraged to contribute to the discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings are facilitated for productive results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are agreed upon ground rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Communication (F1 – F3)					
Meeting minutes are complete and sent to each consortium member ASAP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The meeting agenda is sent to each consortium member prior to the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication is provided in a format that meets the needs of the members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mark the appropriate box to choose the statement either on the left or on the right that best describes your consortium. One checkmark per line.

Two-Way Communication (T1 - T5)	Often	Seldom	Neutral	Seldom	Often
Feedback is forthcoming from members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Messages address the issue/need and are relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consortium members demonstrate mutual respect for one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone understands each other's motivation for participating – no hidden agendas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflicts are handled openly and constructively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment (E1 – E7)					
Open thinking is encouraged; opportunities exist for voicing opinions, concerns and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members know what resources (strengths) the other members bring to the table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to share knowledge, skills, and time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a willingness to take risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The "I" becomes "we."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources are shared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clients do not "fall through the cracks."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability (A1 – A2)					
Consortium members are actively involved, follow through with action plans, and share responsibility for developing measures of success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gather feedback from stakeholders (those affected by the project).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity (C1 – C3)					
A different look.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying new things, modifying, and retrying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not making assumptions; getting the facts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your are a (check one): consortium member project coordinator liaison.

Appendix D

Creating State and Local Transition Resource Guides

It is important for the State and Local Transition Teams to develop transition resource guides to be used by all members of the team. The IRI can be used as a guide to develop this resource guide. The following suggestions may also be of value to the team:

Parent/Student Transition Resources

- IEP, IPE, and all transition planning documents
- Specific student goals for the year, and future Person centered planning information.
- List of contacts:
 - Previous employers
 - School personnel (Listing their roles and responsibilities to the student, and the timelines that these services are available.
 - Agency Personnel (VR Counselor, Mental Health Casemanager, etc.) (Listing their roles, responsibilities, and services to the student. Include also timelines of available services).
 - Local and national organizations for parents and youth Parent/Student Magazines —Pacesetter (PACER Center).
- Calendar of services, when they are to be provided and who is responsible.
- How to best prepare for an IEP.

Student Empowerment Strategies

- Create a process for the student to be able to preside over his/her own IEP.
- Student should meet with teachers individually to gain assessment information to be shared at the IEP
- Student would review information from his/her Person Centered Planning meeting and identify those areas he would like to share with the IEP team.
- Student then creates a PowerPoint Presentation of Teacher assessments, Person Centered Planning information, as well as projected short term goals.
- This process would empower the student, providing incentive to be part of the Individual Education Plan, rather than just an observer.

Favorite Transition Web Sites

- State/National Organizations for Students, Parents and Adults
- College Funding
 - FAFSA Website
 - Scholarships
 - Grants and Loans

- d. College Websites
- 3. Websites with information on specific disabilities
- 4. Americans with Disabilities Act
- 5. Current information on reauthorizations of IDEA and the Rehabilitation Act
- 6. Recreational opportunities for disabled youth
- 7. Technology that is being used in schools and in the workplace.
- 8. Career Development – Career information for youth and adults

VR Counselor Transition Resources

- 1. Information Packet to give to parents, students, teachers and other agencies describing your agencies’ transition program.
- 2. Referral packet that is filled out by school district staff outlining demographic and disability related information about the student.
- 3. Eligibility forms and documentation needed.
- 4. Required timelines/checklists of required forms.
- 5. SSI/SSDI work incentives.
- 6. Sample of technical assistance handouts.
- 7. Lists of the occupations available in the local economy.
- 8. List of contacts:
 - a. Employers
 - b. Vendors
 - c. School personnel
 - d. Community contacts
- 9. How to best prepare for an IEP meeting.

Educators’ Transition Resources

- 1. Information Packet that is provided to Students & Parents regarding their rights and the IEP/Transition process
 - 2. Person Centered Planning Information
 - 3. Agency Roles in the Transition Plan
 - 4. Annual Goals for personal development
 - 5. Examples/checklists of required paperwork with timelines
 - 6. List of contacts:
 - (a). Local and National Organizations for Parents & Students
 - (b). Community Contacts for:
 - 1. Employment
 - 2. Leisure
 - 3. Transportation
 - 4. Housing
 - 5. Daily Living

- (c). Agency Personnel (VR Counselor, Mental Health Case-manager, etc.) Listing their roles, responsibilities, and services to the student. Include also timelines of available services.
- 7. How to best prepare for an IEP.

**Appendix E
Consultation Skill Development**

The following inventory will provide focus areas for training transition professionals for effectiveness in serving as consultants to young people and their families as well as each other.

Ten-Step Consulting Skills Self Assessment

from
 Geoff Bellman
 GMB Associates LTD.
 1444 NW Woodbine Way
 Seattle WA 98177
 (206)365-3212

Ten-Step Consulting Skills

This questionnaire* lists a number of behaviors useful to consultants as they work with clients. It is intended as an aid to you in assessing your current abilities and development needs. To use it:

- 1. Read through the 60 statements and check off those important to your work, using the first column. Use the blanks to add actions important to you but not listed.
- 2. Consider your skills only in those statements you checked as important. Rate your present skill level: High, Okay, or Low. Mark the second column for each statement you selected earlier.
- 3. Go through your list and select three activities that you believe you do particularly well. Put a “+” sign by each in the third column.
- 4. Review your list again, this time selecting the three activities you would most like to improve in. Put a “-“ sign by each of them in the third column.
- 5. Read over what you’ve done, rest, and wait for instructions.

**Adapted from University Associates’ consultation Skills Inventory, 1976*

<u>GENERAL</u>	1 st Important	2 nd Skills Assessment ~ Hi ~Ok ~Lo	3 rd 3 “+”, 3 “-“
1. Speaking briefly and concisely.			
2. Listening to others thoughts and feelings			
3. Giving descriptive feedback			
4. Dealing with anger			
5. Demonstrating understanding			
6. Confronting others			
7. Supporting others			
8. Measuring the impact of my own behavior accurately			
9. Building trust and openness			
10. Behaving in a range of consulting styles			
<u>ENTRY</u>			
11. Accepting the client’s initial statement of the problem			
12. Explaining my background and biases			
13. Working from a clear model or theory base			
14. Understanding my motivation for working			
15. Understanding the consulting process			

Graph continued on next page.

Graph continued from previous page.

<u>CONTRACT</u>			
16. Leading the client through the contracting process			
17. Preparing a thorough and workable			
18. Inspiring the client’s confidence in my ability to do the job			
19. Setting realistic goals for myself and the client			
20. Working under the pressure of deadlines			
<u>DATA COLLECTION</u>			
21. Collecting data without biasing it			
22. Interviewing with little or no structure			
23. Asking direct questions			
24. Drawing others out			
25. Observing what is going on around me			

Graph continued from previous page.

<u>ANALYSIS</u>			
26.	Boiling data down to what is most relevant		
27.	Finding alternative ways to analyze the data		
28.	Finding alternative ways to analyze the data		
29.	Redefining the client's initial statement of the problem		
30.	Displaying analyzed data simply		
<u>FEEDBACK</u>			
31.	Explaining sorted data		
32.	Dealing with client resistance to data		
33.	Gaining client support for the data		
34.	Helping clients to discover their own problems		
35.	Stating problems and opportunities clearly		

Graph continued from previous page.

<u>ALTERNATIVES</u>			
36.	Generating alternative solutions		
37.	Generating alternative solutions		
38.	Helping client consider each alternative		
39.	Presenting each alternative to its best advantage		
40.	Helping clients avoid jumping to solutions		
<u>DECISION</u>			
41.	Identifying decision parameters		
42.	Evaluating possible solutions critically		
43.	Securing commitment of those who need to act on the decision		
44.	Clarifying who will do what by when		
45.	Surfacing unresolved issues for action		

Graph continued from previous page.

<u>ACTION</u>			
46. Helping clients use their strength and resources			
47. Supporting client morale			
48. Taking responsibility for own actions			
49. Intervening without threatening the client			
50. Dealing positively with unpredicted changes			
<u>EVALUATION</u>			
51. Measuring benefits against costs			
52. Devising methods to aid evaluation			
53. Acknowledging success and failure			
54. Assessing own contributions realistically			
55. Arranging for next steps and follow-up			

Graph continued from previous page.

<u>EXIT</u>			
56. Writing up what has been done			
57. Letting go when the work is finished			
58. Willing not to be needed by the client			
59. Leaving behind skill so the client doesn't need you			
60. Keeping in touch with the client after the work is finished			

