Top NTACT Resources for

New Special Education Teachers

The National Technical Assistance Center on Transition (NTACT) is a Technical Assistance and Dissemination project funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation's Services Administration (RSA). NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. As a part of these efforts, NTACT creates, organizes, and disseminates information to help districts, schools, and teachers support students with disabilities in order to help them achieve positive in-school and post-school outcomes. The NTACT website contains resources to assist practitioners in implementing quality transition practices based on the best available evidence. We have identified the following 10 resources as some of the most useful for new special education teachers

1. **NTACT Website Overview**

   ➢ **What it is:** This brief (less than 4 minutes-long) video provides an overview of the NTACT website, including practices, resources, and post-school success.

   ➢ **How to use it:** Take a few minutes to get to know the NTACT web site so that you know exactly what's in the site and which sections would be most helpful for your work with students and families.

2. **Lesson Plans**

   ➢ **What it is:** A collection of lesson plans based on quality research are available free for download at Teachers Pay Teachers.

   ➢ **How to use it:** Find lessons on academic and transition evidence-based practices. For example, a lesson about using graphic organizers in science or helping a student advocate during an IEP meeting. If you use a lesson and find it useful, leave feedback that will help other teachers find and use the resources.

3. **NTACT's Pinterest Page**

   ➢ **What is it:** A collection of Pinterest boards have a variety of transition resources in one place..

   ➢ **How to use it:** If you're already on Pinterest, connect with NTACT's Pinterest page to find evidence-based practices and transition resources to pin to your own pages. Boards on

[dropout prevention](#), [secondary transition](#), and more link you to helpful online resources and are constantly updated.

4. **Events and Webinars**

   ➢ **What it is:** NTACT offers webinars periodically on a variety of transition topics (e.g., family involvement, transportation, self-determination). These are led by top researchers in the field of transition, practitioners, and other leaders in the area of secondary transition and are free.

   ➢ **How to use it:** Watch webinar recordings on topics ranging from [self-determination](#) to [growth mindset and belonging research](#). This webinar warehouse will keep you up-to-date on the latest research on transition. For example, before you set up an experience for students who are working on IEP goals that have them going to practice work sites, it may be helpful to review the [School Business Partnerships webinar](#).

5. **Effective Practices and Predictors Matrix**

   ➢ **What it is:** This document provides a list of practices sorted by the level of evidence for each practice. The levels of evidence include evidence-based practices, research based practices, and promising practices for education, employment, and independent living. Each embedded link opens a (printable) document describing the practice, what students the practice has been implemented with, and how to implement it including links to lesson plans available on the practice.

   ➢ **How to use it:** Start with this document when you are deciding on which approach to use with a student or planning a course of study.

6. **Predictors by Outcome Area**

   ➢ **What it is:** An overview of the 20 identified in-school predictors of post-school success for students with disabilities in the areas of education, employment, and independent living. This document includes the predictors and then what outcome area(s) they have been correlated with.

   ➢ **How to use it:** As you are planning a student's transition services, use this to make sure you are addressing all the important indicators. Print this to reference during IEP meetings and planning work for your students to make sure you're putting these in place. For more detailed information use the [Effective Practices and Predictors Matrix](#), it has a full list of predictors that have been shown to help students move through middle and high school and into adult living.

7. **Quick Guides**

   Mental Health and Secondary Transition

   ➢ **What it is:** This Quick Guide describes best practices to assist transition age youth with mental health disorders. This resource describes the role mental health plays in secondary transition, the importance of mental health support, current research, and practices for this population of youth**.**

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- **How to use it:** This guide can be used to find information on resources for mental health support during secondary transition, as well as, specific resources for administrators, teachers, mental health practitioners, vocational rehabilitation, and families. This is a resource you can use when working with students with mental health needs, as well as, a place to find resources you can share with other members of the transition team including parents and students.

Competitive Integrated Employment Quick Guide

- **What it is:** This Quick Guide provides an overview of the definition of competitive integrated employment including support employment and customized employment as defined in WIOA (2014). This resource describes the importance of competitive integrated employment, the role it plays in secondary transition, current research, and practices for youth with disabilities.

- **How to use it:** This guide can be used to find information for competitive integrated employment during secondary transition and provide specific resources for families, administrators, youth, administrators, school-level practitioners, vocational rehabilitation. New teachers can use this guide to provide specific resources for your students and their families.

Transportation and Travel Tourism Quick Guide

- **What it is:** This Quick Guide provides an overview Transportation and Travel Tourism and includes what it is, why it is important, how this applies to students with disabilities, current research, and additional resources for transportation and travel skills.

- **How to use it:** This guide can be used to find information on the primary source for Transportation and Travel skills and how it applies to youth with disabilities. It also can be used to provide specific resources for youth with disabilities, families, administrators, school-level practitioners, and vocational rehabilitation. It also provides additional resources relevant to secondary education. New teachers can use this guide to provide resources to parents, students, and other teachers.

Universal Design for Learning

- **What it is:** This Quick Guide provides an overview of Universal Design for Learning (UDL) in secondary education including what it is, why it is important, and the research supporting UDL at the secondary level.

- **How to use it:** This guide can be used to find information on the primary source for UDL strategies, research, and professional development. It also provides resources specific to families, administrators, and school-level practitioners. New teachers can use this resource to provide information to parents, students, and other teachers and as a way to find practices specific to secondary school to use in their classroom.

8. **Indicator 13 Checklist**

> **What it is:** These are one-page checklist that will help you determine whether or not a student's IEP includes postsecondary goals and a clear plan for the student's transition to postsecondary education, employment, and independent living.

> **How to use it:** This checklist can be used to check IEPs teachers have on file, and to review IEPs as they are being written.

9. Age Appropriate Transition Assessment Toolkit

> **What it is:** This toolkit provides an overview of (a) what is a transition assessment, (b) why we conduct transition assessments, (c) how to select instruments and methods, and (d) how to conduct an age appropriate transition assessment. Within the next sections of the toolkit there are sample instruments, a survey of transition assessment planning practices, a transition assessment implementation timeline, and informative links and other sources of information.

> **How to use it:** Teachers can use this toolkit when planning to conduct age appropriate transition assessments with their students. Within this toolkit they will find examples to use with their students including both informal and formal transition assessments. They can also use the transition assessment timeline to assist them in when to conduct the assessments and what assessments may be appropriate for their students.

10. Taxonomy of Transition Programming 2.0

> **What it is:** The purpose of the Taxonomy of Transition Programming is to provide a framework for transition programming that is focused on improving post-school outcomes for students with disabilities. This resource builds upon the previous taxonomy of transition programming (Kohler, 1996) and includes the same five practice categories: Student-Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. However, it provides additional practices in the areas of (a) student supports and instructional context within Student Development, (b) school climate within Program Structure, and (c) a focus on cultural relevancy, empowerment, and family preparation within Family Engagement. This tool includes the most recent research conducted on predictors of post-school success, strategies for increasing graduation and reducing dropout rates, school climate, and vocational rehabilitation services aimed to increase successful transition of youth with disabilities in postsecondary education and employment.

> **How to use it:** This resource provides a process for planning, organizing, and evaluating transition education, services, and programs. It breaks down each of the taxonomy areas and provides examples of ways to implement transition programming. Teachers can use this to help them plan instructional activities and when designing their instructional programs.

References

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

IL: Transition Research Institute, University of Illinois.