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| **Resource** | **How to Access** | **Summary** |
| **Transition Planning Resources/Supports** | | |
| Rural Institute for Inclusive Communities- Transition and Employment Projects | <http://ruralinstitute.umt.edu/transition/> | Visit this site to access articles, emerging leader stories, planning tools and archived webinars pertaining to transition, as well as customized and self-employment. Archived webinars and handouts are also available |
| Montana Youth Transitions | <http://montanayouthtransitions.org/>  <http://montanayouthtransitions.org/regions/> | MYT’s mission is to improve transition services and increase the number of youth with disabilities who achieve their desired post-school outcomes. Visit their Professional resources for teaching self-advocacy, supported decision making/guardianship, post-secondary transition resources/assessments, and soft skills curriculum. Participate, stay up-to-date, and collaborate in your local MYT region. |
| National Technical Assistance Center on Transition | <http://www.transitionta.org/> | 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. |
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| **Transition Planning Workbooks** | | |
| Planning for Your Transition from High School to Adult Life | <http://ruralinstitute.umt.edu/transition/articles/planningworkbook.pdf> | A workbook helps youth take the lead in post-secondary planning. Through conversations in either small or large groups, workbook activities help students decide what they want life to look like after graduation and the stops needed to make it happen. |
| It’s My Choice | <https://movingstudentsforward.org/its-my-choice-workbook-from-mn-governors-council-on-developmental-disabilities/> | A free workbook that supports self-advocacy and transition planning for students with significant disabilities. Classrooms can access the workbook by downloading, completing electronically, or as a MP3 audio version. |
| Pepnet2 deaf and hard of hearing | <http://www.pepnet.org/> | This site offers transition planning support for postsecondary education, training and employment options for individuals who are deaf or hard of hearing. Check out their online training modules for classroom based activities. |
| Transition Assessment and Planning Guide | <http://ruralinstitute.umt.edu/transition/forms_tools.asp> | This tool is a student-centered guide to assist youth, their families and support staff to conceptualize and plan for post-secondary transition. |
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| **Classroom Supports by Pre-ETS Category** | | |
| **1. Job Exploration Counseling** | | |
| **Multiple Intelligence Theory** | <http://www.lauracandler.com/strategies/multipleintelligences.php> | Helping students understand how each of us have individual skills and that there are a variety of ways for us to demonstration intelligences and skills. This site by Laura Candler has a number of resources, including an easy to use Multiple Intelligence assessment and ideas for using that information to research careers that require those skills. |
| Montana Career Information Systems | <https://mtcis.intocareers.org/materials/portal/home.html> | MCIS is home to Montana's Career Resources which provides career development tools and information for everyone from elementary school students to Montana seniors. MCIS works in partnership with the U.S. Dept. of Labor's Bureau of Labor Statistics, and Employment & Training Administration to develop labor market information about Montana and the United States that businesses, educators, government agencies, researchers, students and others find useful. |
| Project Access | <http://projectaccess.uoregon.edu/> | The purpose of Project Access is to establish, implement, and evaluate a multi-level interagency transition model in the state of Oregon. The overall goal of the project is to improve and extend transition services to a greater number of youth with disabilities through a model program that brings vocational rehabilitation counselors (VRC's) into high school settings. |
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| **2. Work-based Learning Experiences** | | |
| Center on Transition to Employment for Youth with Disabilities | <http://www.transitiontoemployment.org/employment.html> | This toolkit is designed to help people in the field support students with disabilities in a seamless post-secondary transition. The purpose of the Center on Transition to Employment for Youth with Disabilities is to identify, research, and widely disseminate evidence-based practices that contribute to successful employment for youth with disabilities making the transition from school to adult employment. |
| WBL experience summary and self-reflection | <http://ruralinstitute.umt.edu/transition/forms_tools.asp>  <http://montanayouthtransitions.org/transition-ieps-2/> | Forms to help students summarize and self-reflect their WBL experience. |
| Customized and Self Employment | <http://ruralinstitute.umt.edu/transition/careerplanning.asp> | Access the Rural Institute for Inclusive Communities to learn more about Customized and Self-Employment opportunities to meet student needs. |
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| **3. Counseling for Post-Secondary Education** | | |
| Making My Way Through College | <http://www.ncwd-youth.info/postsecondaryguide> | Making My Way through College is a guide for any student pursuing a degree or other type of credential (e.g., certification, license) at a two-year or four-year community college, college, or university. You will find information on a variety of topics relevant to preparing for and succeeding in college and transitioning from college into the world of work. Much of the information provided is relevant to all students, but the primary focus of the guide is on navigating the college experience for students with disabilities or those who think they may have a disability. |
| Montana Colleges: Guide to Higher Education | <http://www.montanacolleges.com/> | This interactive Guidebook helps students research and organize different program information available across the state. It offers a step-by-step process for all students and activities can be modified to meet student needs. |
| Think College! College Options for People with Intellectual Disabilities | <http://www.thinkcollege.net/> | Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with [intellectual disability](http://www.thinkcollege.net/glossary#40). With a commitment to equity and excellence, Think College supports evidence-based and student centered research and practice by generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals and families. |
| Movin’ On in Montana | <http://www.umt.edu/dss/Transition/> | A 4-day on-campus experience for high school students with disabilities. The program offers seminars, campus tour, and community activities. Topics covered include self-advocacy, career-college interest exploration, accommodations, student services, soft skill/communication instruction. |
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| **4. Workplace Readiness Training** | | |
| **MYT Soft Skills Curriculum** | <http://montanayouthtransitions.org/mytransitions-soft-skills-curriculum/> | This free curriculum, specifically designed for youth or young workers, helps teach the importance of Soft Skills in the workplace and why have good people skills are integral to maintaining and prospering in the working world. The curriculum contains lessons on communication, individual and team work ethic, professionalism, using soft skills for applications and interviewing, and more. |
| Financial Literacy with Consumer Math | <http://www.consumermath.org/getting_started/getting-started-online-curriculum/getting-started-consumer-math/> | Consumer Math is a two part (semester) course lasting a total of 40 weeks. These classes are designed to fulfill general math credit for high school students. The focus is on applying math skills to real world situations, not the mechanics of how to do the math. |
| Financial Literacy with Hands on Banking | <http://www.handsonbanking.org/en/> | The Hands on Banking online financial courses include free instructor guides with classroom lessons and activities that will help you guide students through real-life scenarios, group discussions, and other activities designed to teach valuable money management skills and help them take control of their finances. All without endorsements or commercials. |
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| **5. Instruction in Self-Advocacy** | | |
| ME! Lessons | <https://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html> | This curriculum provides lessons and supplemental information to develop self-awareness and self-advocacy skills. Lesson plans can be modified to meet individual student sand teacher needs. |
| Whose Future is it *Anyway*? | <https://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/whos-future-is-it-anyway.html> | Whose Future Is It *Anyway?* helps prepare students for their IEP meetings and gain self-determination skills through six sections that contain 36 lesson sessions.  This lesson package comes with a [Coach's Guide](https://www.ou.edu/content/dam/Education/documents/wfc-guide-final.pdf) (PDF) that outlines the lessons, how to teach them, the roles of the students and teachers, as well as expected outcomes. |
| 411 on Disability Disclosure | <http://www.ncwd-youth.info/411-on-disability-disclosure> | The 411 on Disability Disclosure: A Workbook for Youth with Disabilities is designed for youth and adults working with them to learn about disability disclosure. This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives. |
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