Top Resources for Administrators

The National Technical Assistance Center on Transition (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 11 resources as some of the most useful for administrators including school level administrators (i.e., secondary principals, assistant principals), district level administrators (i.e., special education directors, district specialists, transition coordinators), and state level administrators (i.e., state specialists, state directors).

1. **NTACT Predictor Implementation Self-Assessment (PISA)**

   ➢ **What it is:** This checklist provides schools, districts, or other stakeholders in secondary transition with a framework for determining the degree to which their program is implementing practices that are likely to lead to more positive post-school outcomes for students with disabilities. The predictor categories listed have been extracted from high quality correlational research with students with disabilities.

   ➢ **How to use it:** A team could use the predictor definitions, program characteristics, degree of implementation, and evidence of implementation scales to guide decisions regarding program strengths, needs, and priorities for change. Teams may find it helpful to consider the predictors in clusters.

2. **Aligning Evidence-Based Practices and Predictors**

   ➢ **What it is:** This tool provides evidence-based practices that support the implementation of in-school predictors of post-school success. The first column lists the predictor, the second column lists related EBPs to assist with implementation, and the third column lists additional resources with links to additional resources to help with program improvement.

   ➢ **How to use it:** This resource can be used after using PISA as a planning tool for teams. This can be used to assist in implementing evidence-based practices in the areas the team has chosen to target based on the results of the self-assessment. Within this tool there is a link to the Effective Practices and Predictors Matrix which provides direct links to practice descriptions on the website for specific practices listed within this resource. This is a great resource to share with teachers to assist them in providing instruction in these areas.

3. **Guide to Developing Collaborative School-Community-Business Partnerships**

   ➢ **What it is:** Full employment is the ultimate goal for students with disabilities and we know work based learning experiences during school supports full employment after graduation. This guide explains how to implement an effective collaborative process for both individual and systems level outcomes. It provides useful approaches, policies, and strategies to facilitate partnerships that result in better outcomes for students and youth with disabilities and benefits for collaborating partners.

   ➢ **How to use it:** This guide can help you develop collaborative partnerships between the school, community, and local businesses. It will help you identify areas to focus on and then provide resources to help you implement strategies to build relationships with the community and local businesses.

4. **Effective Practices and Predictors Matrix School Completion Practices**

   ➢ **What it is:** Dropping out of school is not an isolated event and it can begin in elementary school (Barrington & Hendricks, 1989; Ensminger & Slusarcick, 1992; Kaufman & Bradby, 1992) and there were strong predictors of dropout identified by the end of 6th grade (Balfanz & Herzog, 2005; 2006). However, there are some variables correlated with dropping out of school that can be altered. NTACT provides evidence-based, research-based, and promising practices designed to reduce the dropout rate and increase graduation rate of all students with disabilities. This resource is a linkable list of effective practices to address school completion based in research.

   ➢ **How to use it:** Within this document there are links to practice descriptions that explain how to implement research-based practices in dropout prevention and school completion. These practices can guide an administrator's ability to implement the practice within their school or district. Within the practice description there are links to additional resources to assist with implementation.

5. **Re-entry Programs for Out-of-School Youth with Disabilities**

   ➢ **What it is:** This report is based on a thorough review of re-entry programs operating around the country and provides an overview of the six most common characteristics of these programs, as well as specific examples of programs that illustrate these characteristics. Common barriers faced by programs and corresponding solutions are also presented. Information on barriers and solutions was obtained directly from administrators and teachers from the programs described in this report. This resource provides an alphabetical list of each program, along with a description of significant program characteristics and contact information.

   ➢ **How to use it:** State departments of education, school districts, and community-based organization can use this report to gain information on implementing programming to help out-of-school youth return to the education system.

6. **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.

7. **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**.**

   ➢ **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, school-level practitioners, mental health practitioners, vocational rehabilitation, and families. Resources specific to administrators include how to collaborate with mental health agencies, staffing considerations, training materials, and resources for building family relationships.

8. **Secondary Positive Behavior Intervention Supports (PBIS) Tier 1**

   ➢ **What it is:** This Quick Guide provides an overview of School Wide Positive Behavior Supports (SWPBS) at the secondary level focusing on Tier 1 and includes what it is, why it is important, and the research supporting the use of Positive Behavior Intervention Supports (PBIS).

   ➢ **How to use it:** This guide can be used to find information on the primary source for Positive Behavior Intervention and Supports and specific resources for families and youth, administrators, school-level practitioners, vocational rehabilitation, and it's relevance to secondary education. The resources specific to administrators include how to implement PBIS at the secondary level including training information and resources.

9.   **[Secondary Positive Behavior Intervention Supports (PBIS) Tier 2](#)**

   ➢ **What it is:** This Quick Guide provides an overview of School Wide Positive Behavior Supports (SWPBS) at the secondary level focusing on Tier 2 and includes what it is, why it is important, how this applies to students with disabilities, and the research supporting the use of Positive Behavior Intervention Supports (PBIS).

   ➢ **How to use it:** This guide can be used to find information on the primary source for Positive Behavior Intervention and Supports and how it applies to youth with disabilities and their families, administrators, school-level practitioners, and vocational rehabilitation. It also provides additional PBIS resources relevant to secondary education. Administrator resources include, interventions for Tier 2 supports, professional development and training, frequent progress monitoring and direct observation, and collaboration.

10.   **[Secondary Response to Intervention (RTI)](#)**

   ➢ **What it is:** This Quick Guide provides an overview of RTI and Multi-Tiered Systems of Support (MTSS) at the secondary level including what it is, why it is important, and the research supporting these practices.

   ➢ **How to use it:** This guide can be used to find information on the primary source for RTI at the secondary level and resources to assist with training staff to implement RTI and MTSS at the secondary level. The resources include training modules, webinars, publications, Ask the Expert sessions, and tools to assist with the implementation of RTI and MTSS at the secondary level.

11.   **[Universal Design for Learning in Secondary Education](#)**

   ➢ **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. Administrator resources include an administrator fact sheet and a research brief.

References

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