



NCSET Publications Catalog

Updated January 2007

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Essential Tools

Comprehensive publications to assist with providing secondary education and transition services to youth with disabilities

Cultural and Linguistic Diversity: Implications for Transition Personnel

October 2005

This Essential Tool summarizes current research on transition issues and Culturally and Linguistically Diverse (CLD) youth with disabilities. It also offers information on how transition personnel can effectively support these youth by building on their strengths and enhancing natural supports available within their families and communities. Also included are several practical tools, and information on further resources.

Community Resource Mapping

May 2005

This guide provides step-by-step instructions on understanding, planning, and engaging in the coordination of community resources that support the transition of youth with disabilities to adult life. Designed for use at the federal, state, and local levels, it provides numerous practical tools and resources for initiating a resource mapping process.

Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act (Third Edition)

February 2005

- Provides information and examples to help schools operate effective work-based learning programs consistent with the Fair Labor Standards Act.
- Includes contact information for offices of the U.S. Department of Labor Wage and Hour Division and organizations involved in planning and delivering transition services for youth with disabilities.
- Includes information on Supplemental Security Work Incentives available to transition-aged youth with disabilities.

Interagency Transition Team Development and Facilitation

January 2005

- Offers instruction on how to build an effective interagency transition team; determine initial roles, responsibilities, and the team vision; conduct team meetings; and determine whether or not your team is making progress and meeting its goals.
- Includes information about four successful state-level interagency transition teams and further resources.

In Their Own Words: Employer Perspectives on Youth with Disabilities in the Workplace

September 2004

Eleven employers describe how they became involved in providing work experiences for youth with disabilities, what made it work, and what they recommend to individuals and organizations representing youth.

Increasing Rates of School Completion: Moving from Policy and Research to Practice *A Manual for Policymakers, Administrators, and Educators*

May 2004

- Synthesizes research-based dropout prevention and intervention strategies.
- Includes information about 11 effective programs.

Issue Briefs

Examining current challenges in secondary education and transition

Youth with Disabilities in the Juvenile Justice System:

Prevention and Intervention Strategies

February 2005; Vol. 4, Issue 1

This brief provides proactive solutions to juvenile delinquency problems of all youth, including those with disabilities, involved in the juvenile justice system. In particular, it focuses on the models of restorative justice and wrap-around services.

Putting Interagency Agreements into Action

September 2004; Vol. 3, Issue 2

Interagency agreements among educational and noneducational agencies can help maximize resources and services for transitioning youth. This brief describes the components of successful interagency agreements and how they can be implemented.

The Emergence of Psychiatric Disabilities in Postsecondary Education

September 2004; Vol. 3, Issue 1

An unprecedented and growing number of postsecondary students report psychiatric disabilities. This brief outlines some barriers such students face in completing postsecondary education and offers strategies and recommendations for postsecondary professionals.

Bullying and Teasing of Youth With Disabilities:

Creating Positive School Environments for Effective Inclusion

December 2003; Vol. 2, Issue 3

This brief provides clear definitions of bullying, teasing, and disability harassment; outlines research about bullying and harassment; describes two effective, comprehensive, whole-school, anti-bullying programs; and offers recommendations for further action.

Quality Work-Based Learning and Postschool Employment Success

September 2003; Vol. 2, Issue 2

This brief highlights the benefits of work-based learning for youth with disabilities, outlines the elements of quality work-based learning, and provides selected evidence-based models of work-based learning.

Collaboration Between General and Special Education: Making it Work

July 2003; Vol. 2, Issue 1

This brief calls for greater collaboration between general and special education teachers as one way to facilitate access to the general curriculum for all students, including those with disabilities. It outlines a five-step model for implementing collaborative relationships.

Challenges in Coordinating Related Services and Supports in Secondary and Postsecondary Educational Settings

December 2002; Vol. 1, Issue 6

This brief, written for secondary and postsecondary educational administrators, policymakers, rehabilitation counselors, and researchers, identifies the barriers to successfully managing supports for individuals with disabilities, including differences between youth and adult service delivery systems and the lack of interagency collaboration, and provides recommendations for overcoming them.

Supporting Youth With Disabilities to Access and Succeed in Postsecondary Education: Essentials for Educators in Secondary Schools

December 2002; Vol. 1, Issue 5

This brief outlines the differences in assistance determination and provision encountered by youth with disabilities as they transition into postsecondary environments. It offers related recommendations on improving the transition process for youth with disabilities and addresses the importance of student inclusion in the Individualized Education Program (IEP) process.

Creating Mentoring Opportunities for Youth with Disabilities:

Issues and Suggested Strategies

December 2002; Vol. 1, Issue 4

This brief addresses the need for expansion of mentoring opportunities for youth with disabilities. Specifically, it outlines some of the benefits of mentoring for youth, defines the issue of the need for expanded mentoring opportunities for youth with disabilities, and presents strategies for including youth with disabilities in mentoring programs.

Connecting Employers, Schools, and Youth Through Intermediaries

December 2002; Vol. 1, Issue 3

This brief, written for secondary educators, employers, and disability service providers, addresses the primary issues in promoting the participation of employers in work-based learning experiences for youth with disabilities and details how employers can more effectively engage youth with disabilities by working with intermediary organizations.

Students with Disabilities who Drop Out of School: Implications for Policy and Practice

July 2002; Vol. 1, Issue 2

This brief defines the problem of an unacceptably high dropout rate for students with disabilities, articulates proven intervention strategies, and addresses school accountability policies and stiffer promotion and graduation requirements.

Accommodations for Students with Disabilities in High School

January 2002; Vol. 1, Issue 1

This brief addresses the issue that fewer students with disabilities in middle schools and high schools use accommodations than students with disabilities in elementary schools. It reviews research findings, legal considerations, and needs for further research.

Parent Briefs

Promoting effective parent involvement in secondary education and transition
(Co-produced by PACER Center, a NCSET partner)

* denotes Parent Briefs also available in Spanish-language editions.

The Role of Parents in Dropout Prevention: Strategies that Promote Graduation and School Achievement *July 2006*

Students who drop out of school face a difficult future. For students with disabilities, the risks are intensified. Their dropout rate is about 40 percent--more than twice that of their peers without disabilities. However, families can play an important role in making sure their student with or without disabilities graduates. Staying involved in your teen's life during middle school and high school is critical. This Brief provides information and practical tips to help parents do this.

What does Health Have to Do with Transition? Everything! *May 2006*

This brief describes benefits of and strategies for including health in the Individualized Education Program (IEP) process.

Preparing for Employment: On the Home Front *March 2006*

This brief describes how youth and families can help youth effectively explore work-based learning outside of school settings.

Universal Design for Learning and the Transition to a More Challenging Academic Curriculum: Making it in Middle School and Beyond *April 2005*

This brief describes universal design, a process for creating environments that support the learning of students with diverse abilities, styles, and needs. In universal design, versatility is built into the environment from the start. Further resources are also provided.

Person-Centered Planning: A Tool for Transition * *February 2004*

This brief provides a concise description of person-centered planning and an explanation of the benefits of this process. It also provides action steps for implementing person-centered planning, references within the Individuals with Disabilities Education Act that support the process, and a list of additional resources.

Supplemental Security Income (Part 3 of 3): Your Right to Appeal *September 2003*

This brief guides parents through the Supplemental Security Income appeals process, providing information about why many applications are denied, how the decisions are made, and how applicants can respond effectively. It provides detailed information about the four levels of appeal and discusses three case studies.

Supplemental Security Income (Part 2 of 3): So You Have Decided to Apply *April 2003*

The brief is tailored for parents of youth with disabilities and provides a detailed description of the process for applying for Supplemental Security Income (SSI). It outlines four elements, including (a) the process of making an appointment with a Social Security Administration representative, (b) the specific steps in applying for benefits, (c) criteria that the Social Security Administration uses to determine an applicant's eligibility, and (d) information about the evaluation conducted if the Social Security Administration cannot initially make a decision about your child's eligibility.

Supplemental Security Income (Part 1 of 3): A Bridge to Work *March 2003*

This brief gives parents of youth with disabilities practical information about how youth can use Social Security work incentives to facilitate a gradual transition from dependence on Supplemental Security Income (SSI) to partial or complete financial independence. Social Security work incentives allow a recipient of Supplemental Security Income to earn wages while maintaining SSI cash benefits and Medicaid. Background information, definitions, and specific financial criteria for using SSI work incentives are included.

IDEA 1997 Transition Issues: The IEP for Transition Aged Students * *July 2002*

This brief explains the requirements for transition under IDEA, the composition and functioning of the Individualized Education Program (IEP) Transition Team, and special factors for the IEP Team to consider. It also outlines the roles of students, parents, educators, school staff, and agency staff on the IEP Transition Team.

Age of Majority: Preparing Your Child for Making Good Choices *May 2002*

This brief stresses the importance of involving young people in setting their own high school goals and planning for their transition to adulthood. It outlines significant considerations parents face in helping their children reach the age of majority, including development of decision-making skills, understanding transfer of rights, and issues related to guardianship.

Parenting Postsecondary Students with Disabilities: Becoming the Mentor, Advocate, and Guide Your Young Adult Needs * *March 2002*

This brief focuses on the importance of involving parents in the transition from high school to the postsecondary environment, and provides recommendations to help parents mentor and advocate for their postsecondary youth. Includes resources and references.

Information Briefs

Addressing trends and developments in secondary education and transition

Models of Collaboration and Cost Sharing in Transition Programming

January 2007; Volume 6, Issue 1

This brief describes two funding tools that are increasingly used in collaborative relationships. Both blended funding and braided funding pool financial resources to maximize outcomes. These tools can help maintain and sustain effective relationships in transition programming.

Transition Services for Students Aged 18-21 with Intellectual Disabilities in College and Community Settings: Models and Implications of Success

December 2006; Volume 5, Issue 5

This brief provides an overview of some successful models of transition services being implemented in postsecondary settings, describes one such model implemented by the Baltimore City Public School System in three local colleges, and presents some of the implications and strategies for success of this model.

Creating an E-Mentoring Community

August 2006; Volume 5, Issue 4

This brief, written by Sheryl Burgstahler of the University of Washington's DO-IT program, provides an example of how to create and sustain an e-mentoring community to promote the success of youth with disabilities in school, careers, and other life experiences.

Youth Leadership Forums—

Providing Leadership Development Opportunities for Youth with Disabilities

March 2006; Volume 5, Issue 3

This brief outlines findings of youth development research, describes the components and benefits of Youth Leadership Forums (YLFs), and introduces the Iowa and Kansas YLFs.

The Voices of Youth: Perspectives and Recommendations from Young Adults Involved in Juvenile Corrections

February 2006; Volume 5, Issue 2

This brief describes two exceptional programs for adjudicated youth with disabilities. It also includes commentary and recommendations from three young adults who live at the residential facilities where these programs are being implemented.

Choices in Transition: A Model for Career Development

February 2006; Volume 5, Issue 1

This brief describes the Choices in Transition program for low-income ethnic minority youth with disabilities in Chicago. The program supports these youth in the process of transition in order to improve their educational and vocational success and increase their self-determination. Recommendations for improving the transition outcomes of youth with disabilities are included.

Enhancing Academic Achievement and Transition Outcomes Using Technology

September 2005; Volume 4, Issue 5

Curricula that combine standards-based academics with transition planning to facilitate access to general education, including multiple-outcome measures and learning supports, are sorely needed. This brief describes one such curriculum: a standards-driven, computer-based curriculum for students with disabilities in grades 8-10, developed by the Nisonger Center at Ohio State University.

Professional Development for Transition Personnel:

Current Issues and Strategies for Success

August 2005; Volume 4, Issue 4

Students with disabilities continue to have significantly poorer postschool outcomes as compared to their peers without disabilities. One reason for these outcomes is that educators are inadequately prepared to provide the services required under the Individuals with Disabilities Education Act. This brief provides an overview of critical issues related to transition professional development and highlights current models of improving results for youth by supporting practitioners with in-service and pre-service training.

Communities of Practice: A Strategy for Program Improvement

August 2005; Volume 4, Issue 3

This brief defines Communities of Practice (CoPs), outlines principles essential for development of vibrant CoPs, and offers examples.

High School Graduation Requirements and Students with Disabilities

February 2005; Vol. 4, Issue 2

An increasingly common graduation requirement for secondary schools is a passing score on an exit examination. This brief outlines issues and controversies surrounding the use of exit examinations, including the reasons proponents support the use of such exams. It also lists some of the intended and unintended consequences of using such exams.

Diploma Options for Students with Disabilities

February 2005; Vol. 4, Issue 1

Diploma options represent alternative means of graduating from high school. This brief outlines the different types of diploma options and discusses the benefits of systems with single diploma options and those with multiple diploma options.

Alternative Schools and Students With Disabilities:**Identifying and Understanding the Issues***October 2004; Vol. 3, Issue 6*

This brief outlines the responses of state directors of special education to a telephone survey about major issues regarding students with disabilities and alternative schools in their states.

Teaching Social Skills*October 2004; Vol. 3, Issue 5*

This brief outlines the importance of social skills education for youth with disabilities, identifies specific skills youth need, provides guidance for choosing and implementing social skills programs, and offers information about creating a positive school climate that fosters the development of social skills.

Social Security and Undergraduates with Disabilities:**An Analysis of the National Postsecondary Student Aid Survey***October 2004; Vol. 3, Issue 4*

This brief provides a rich demographic profile of the utilization of postsecondary education by recipients of Social Security Income (SSI) and Social Security Disability Insurance (SSDI). It summarizes the findings of the National Postsecondary Student Aid Survey.

Motivating Youth with Disabilities to Learn in the Science Classroom*April 2004; Vol. 3, Issue 3*

This brief describes teaching strategies for motivating students with diverse learning styles, including students with disabilities, in science courses and programs, including the use of case studies, analogies, lab-based education, storytelling, modeling, and role-playing.

Supporting Dynamic Development of Youth with Disabilities During Transition:**A Guide for Families***March 2004; Vol. 3, Issue 2*

This brief offers concrete, useful information about adolescent development to guide families in supporting youth with disabilities. It provides the compassionate perspective of a parent of a youth with a disability regarding the transition process.

Addressing the Needs of Culturally and Linguistically Diverse Students With Disabilities in Postsecondary Education*February 2004; Vol. 3, Issue 1*

Persons with disabilities usually must overcome challenges not faced by their peers without disabilities in order to enter and succeed in postsecondary education. These challenges are often compounded for persons with disabilities of culturally and linguistically diverse heritage. This brief identifies the major challenges of postsecondary education for persons with disabilities of culturally and linguistically diverse heritage and provides recommendations to postsecondary institutions for supporting their success.

Work-Based Learning and Future Employment for Youth: A Guide for Parents and Guardians*October 2003; Vol. 2, Issue 2*

Setting high expectations early in life is an important step in order for youth to develop the skills needed to succeed in the future. This guide for parents and guardians of youth with disabilities outlines how work-based learning helps youth identify interests, strengths, skills, and needs related to career development. Specific examples are provided.

Community Resource Mapping:**A Strategy for Promoting Successful Transition for Youth with Disabilities***April 2003; Vol. 2, Issue 1*

This brief describes a dynamic process for creating synergistic community collaboration among those concerned with youth development and for maximizing a community's human and financial resources that support youth. It includes a detailed explanation of Community Resource Mapping, a list of its benefits, examples of mapping efforts, and contacts for more information.

Addressing the Transition Needs of Youth with Disabilities Through the Workforce Investment Act (WIA) System*December 2002; Vol. 1, Issue 6*

This brief discusses strategies for including work-based learning and youth development opportunities sponsored by the Workforce Investment Act in students' Individualized Education Programs (IEPs). It also addresses youth development, youth employment, and how OneStop career centers can support students with disabilities in their career development.

What is Quality Education? Perspectives from Two Students and a Parent*December 2002; Vol. 1, Issue 5*

The brief presents views on quality education from two individuals with disabilities and a parent of a youth with a disability. The authors offer rich and diverse views on how educational systems can best serve youth with disabilities.

Integrating Service Systems at the Point of Transition for Youth with Significant Disabilities: A Model that Works*December 2002; Vol. 1, Issue 4*

This brief focuses on coordination and integration of various services (e.g., education, VR, developmental disabilities) through a "blended" service model so that youth with disabilities receive continued support to maintain and expand their employment and independent living outcomes throughout adulthood, in addition to accessing other community activities. It features a case study example, and discusses implications for implementing similar models in individual schools and disability service systems.

Universal Design for Learning:**A Strategy to Support Students' Access to the General Education Curriculum***December 2002; Vol. 1, Issue 3*

This brief describes principles of Universal Design (UD) and provides information about UD resources. UD refers to the design of classroom materials and activities, including use of technology, to facilitate learning by students with varying abilities.

Bridging the Digital Divide in Post-Secondary Education:**Technology Access for Youth with Disabilities***December 2002; Vol. 1, Issue 2*

This brief, for secondary and postsecondary educators and administrators, employers, individuals with disabilities, and parents, outlines the challenges youth with disabilities face in gaining access to technology, and provides specific recommendations for achieving greater access. Computer access can help people with disabilities complete coursework independently, participate in class discussions, communicate with peers and mentors, access distance learning courses, participate in high tech careers, and lead self-determined lives.

Providing a Quality Accommodated Experience in Preparation for and During Postsecondary School*March 2002; Vol. 1, Issue 1*

This brief provides clarification regarding the difference between meeting minimal standards for accommodation in postsecondary school, and providing a quality educational experience including accommodations. It includes a case example to illustrate the challenges youth with disabilities face without appropriate accommodations.

Research to Practice Briefs

Improving secondary education and transition services through research

Programs and Practices for Special Education Students in Alternative Education Settings*January 2007; Volume 6, Issue 1*

This brief shares some findings from the University of Oregon's descriptive study, "What do they do there? Examination of alternative education schools, programs, and practices for special education students."

Creating Environments That Work for All Youth:**Increasing the Use of Evidence-Based Strategies by Special Education Teachers***December 2006; Volume 5, Issue 1*

With a goal of increasing the use of evidence-based practices in special education programs and improve student outcomes, a research demonstration project was developed through a unique partnership of special educators, parents, administrators, and investigators. This brief reports on the method, implementation, and initial findings from this project.

What Algebra and Biology Students Have to Say About Universal Design for Learning*October 2005; Volume 4, Issue 2*

This brief outlines the findings of a study of whether universal design for learning (UDL) improves how students with mild disabilities perform in general education. The study's findings illustrate how students perceive individual interventions anchored by three key UDL principles—multiple ways of representing course content, multiple options for student expression and control, and multiple options for engagement and motivation. These interventions were used in standard-track high school algebra and biology classes.

Transition Planning: Community Mapping as a Tool for Teachers and Students*April 2005; Volume 4, Issue 1*

Community mapping can acquaint teachers and students with a community's culture, resources, transition needs, and assets. This brief describes the research base for community mapping and provides an outline of the roles, responsibilities, and materials involved in the community mapping process. It also provides examples and further resources for engaging in community resource mapping.

Increasing School Completion: Learning from Research-Based Practices that Work*August 2004; Volume 3, Issue 3*

This brief describes five effective research-based practices for increasing rates of school completion. The practices utilized random samples or comparison groups and had statistically significant results for the treatment group on the variable of enrollment status.

Building Bridges Toward Science Careers for Youth with Disabilities*April 2004; Volume 3, Issue 2*

This brief outlines results of a research project designed to create a model facilitating greater access for students with disabilities to postsecondary education and careers in science and technology, and investigate issues related to the transition from high school to college for students with disabilities. The researchers sought to gather information to promote a seamless transition for high school students with disabilities to math, science, engineering, and technology education at community colleges.

An Effective Model for College Students With Learning Disabilities and Attention Deficit Hyperactivity Disorders*February 2004; Volume 3, Issue 1*

College students with learning disabilities and attention deficit hyperactivity disorders who participate in the Virginia Commonwealth University (VCU) Supported Education Model tend to stay in school and progress in their educational programs, according to a study conducted by the Virginia Commonwealth University Rehabilitation Research and Training Center on Workplace Supports. This brief describes the VCU Supported Education Model and results of the study.

Teaching for Understanding*November 2003; Volume 2, Issue 4*

While lectures, exercises, and drills may help students memorize facts and formulas and get the correct answers on tests, this traditional style of teaching does not help them understand complex ideas and apply knowledge in new settings or situations. This brief describes “teaching for understanding,” an approach which strives to engender in students a depth of understanding on academic topics that enables them to apply the knowledge in various settings, and provides suggestions and resources for application of this approach.

DO-IT: Helping Students With Disabilities Transition to College and Careers*September 2003; Volume 2, Issue 3*

This brief summarizes research on outcomes for students with disabilities in postsecondary school and describes one program, DO-IT Scholars, that successfully applies research findings in a cohesive set of interventions for students with disabilities. It also shares lessons that can be applied to other college and career preparation programs for youth with disabilities.

High Schools with Authentic and Inclusive Learning Practices:**Selected Features and Findings***July 2003; Volume 2, Issue 2*

This brief outlines the major findings of a research study conducted by the Research Institute on Secondary Education Reform on authentic and inclusive learning practices at four high schools and discusses the implications and challenges these findings present. Authentic learning practices involve students in using disciplined inquiry to construct in-depth knowledge for themselves and others, and inclusive learning refers to the use of developmentally and individually appropriate accommodations and supports.

Self-Determination: Supporting Successful Transition*April 2003; Volume 2, Issue 1*

This brief outlines research on self-determination which suggests that youth with disabilities who actively direct their own lives are more likely to successfully transition into adult life. It also addresses development of self-determination skills and student-led Individualized Education Program meetings. Also included are descriptions and contact information for several self-determination curricula and helpful Web links.

Improving Word Identification Skills Using Strategic Instruction Model (SIM) Strategies*December 2002; Volume 1, Issue 4*

This brief, written for general education teachers, special education teachers, and school administrators, focuses on the Word Identification Strategy component of the Strategic Instruction Model (SIM) (Deshler & Schumaker, 1988) and reviews recent research showing the effectiveness of this strategy for teaching word decoding to secondary students with disabilities. It includes examples of how the strategy works, plus additional resources.

Tapping Employment Opportunities for Youth with Disabilities by Engaging Effectively with Employers*December 2002; Volume 1, Issue 3*

This brief addresses studies that explore employer perspectives on managing supports and accommodations for youth with disabilities and explores the implications of these studies for transition practice and employment services for youth with disabilities. Examining employer perceptions of hiring and accommodating individuals with disabilities is an important consideration in making work-based learning opportunities available to youth with disabilities. Further resources are included.

Collaborative Strategic Reading (CSR):**Improving Secondary Students' Reading Comprehension Skills***July 2002; Volume 1, Issue 2*

In this brief, specifics of Collaborative Strategic Reading (CSR) implementation in the classroom are described, with references to further resources. CSR is a method of teaching reading comprehension that is effective with struggling readers, including secondary-age students with learning disabilities and those who are English Language Learners.

Never Too Late:**Approaches to Reading Instruction for Secondary Students with Disabilities***January 2002; Volume 1, Issue 1*

This brief addresses the problem of lack of reading proficiency in children, including students with disabilities, in the primary grades. Two approaches for improving the reading skills of secondary students with learning disabilities are explored.

NLTS2 Data Briefs

Reports from the National Longitudinal Transition Study-2
(Co-produced by the National Longitudinal Transition Study-2)

Family Expectations and Involvement for Youth with Disabilities

September 2005; Vol. 4, Issue 2

The National Longitudinal Transition Study-2 (NLTS2) provides the first national picture of the involvement of families in the educational development of their secondary-school-age children with disabilities. This Data Brief describes family involvement at home and at school, including a comparison of levels of involvement for families of youth with disabilities with those for families in the general population. It also discusses involvement in a school-based activity that is specific to families of youth with disabilities: participation in individualized education program (IEP) meetings. Finally, parent expectations for their children's attainment of postsecondary education and independence are highlighted.

The Transition Planning Process

April 2005; Vol. 4, Issue 1

This brief provides a national view of the transition planning process undertaken during high school with and for youth with disabilities as they prepare for life after school. The information reported comes from a mail survey of school personnel conducted as part of the National Longitudinal Transition Study-2 (NLTS2). Findings from NLTS2 generalize to youth with disabilities nationally who were 13 to 16 years old in December 2000, to each of 12 federal disability categories, and to each age group within the age range.

The Characteristics, Experiences, and Outcomes of Youth with Emotional Disturbances

August 2004; Vol. 3, Issue 2

This brief takes a fresh look at selected characteristics of youth with emotional disturbances and their households that distinguish them from other youth with disabilities and/or from youth in the general population. It describes aspects of their school histories and their current school programs and experiences, as well as indicators of their academic performance and social adjustment at school. Finally, it highlights the activities of youth with ED outside of school.

Social Activities of Youth with Disabilities

March 2004; Vol. 3, Issue 1

This brief highlights findings of the NLTS2 which pertain to social activities of youth with disabilities. Researchers asked parents how often youth interact with friends by getting together outside of school, receiving telephone calls from them, and being invited to their social activities. They also asked whether youth had taken part in various extracurricular activities during the previous year.

Youth Employment

December 2003; Vol. 2, Issue 2

This brief provides a detailed description of employment trends for youth with disabilities documented within the NLTS2. The NLTS2 recently gathered data on work-study employment and regular paid employment of youth with disabilities, with a focus on hourly pay, disability categories, demographic differences in employment, and individual differences such as gender, age, race/ethnicity, and household income in relation to employment. This brief provides a concise and organized presentation of the results, including descriptive graphs.

Who Are Secondary Students in Special Education Today?

June 2003; Vol. 2, Issue 1

This report of the demographic characteristics of youth with disabilities participating in the NLTS2 provides important information about factors other than disability that affect the educational and transition experiences of youth with disabilities.

Introducing the NLTS2

January 2002; Vol. 1, Issue 1

This introductory NLTS2 Data Brief is the first in a series that will highlight the major findings and results of this transition study of youth with disabilities. This issue describes the NLTS2 project.

What Works Data Briefs

Reports from the What Works Transition Research Synthesis Project
(Co-produced by the What Works Transition Research Synthesis Project)

What Works Transition Research Synthesis Project

December 2002; Vol. 1, Issue 1

This introductory What Works Data Brief provides information about the project, its goals, and what readers can look forward to in terms of future reports and presentations.

Policy Updates

Summarizing recent laws and federal regulations

Youth with Disabilities and the Workforce Investment Act of 1998

December 2002; Vol. 1, Issue 2

This brief contains an overview of the Workforce Investment Act, workforce investment system management structures, and the OneStop service system. It focuses on youth programs within WIA, and includes information about (a) funding structures and eligibility for youth activities, (b) Youth Opportunities Grants, (c) youth services and activities, (d) performance accountability, and (e) nondiscrimination. It discusses implications for youth with disabilities in transition from school to work, and the wider benefits to workforce investment systems of effectively serving youth with disabilities.

IDEA 1997: Implications for Secondary Education and Transition Services

June 2001; Vol. 1, Issue 1

This revision of the National Transition Network Policy Update from January 2000 presents the regulatory language and potential implications of eleven areas of the 1997 Amendments to the Individuals with Disabilities Education Act pertaining to the transition of students from school to adult life. It is a great resource for parents, teachers, administrators, and community service providers.

Miscellaneous Publications

2005 National Leadership Summit Findings & Outcomes: State Priorities and Need for Assistance

2005

Priority issues that emerged from states in attendance at the NCSET National Leadership Summit 2005 in Washington, DC.

A National Study on Graduation Requirements and Diploma Options for Youth with Disabilities

December 2004

This Topical Report examines the results of a national study of state high school graduation policies and diploma options for youth with disabilities. The study focused on state policies in relation to their intended benefits to and possible unintended consequences for youth with disabilities. The report examines high school exit exams as well as single, multiple, and alternative diploma options.

Key Provisions on Transition: IDEA 1997 Compared to H.R. 1350 (IDEA 2004)

December 2004

On December 3, 2004, President George W. Bush signed H.R. 1350 (IDEA 2004) into law. This document identifies the major changes between IDEA 1997 and H.R. 1350 (IDEA 2004) concerning transition services.

Current Challenges Facing the Future of Secondary Education and Transition Services for Youth with Disabilities in the United States

January 2004

This paper is intended to promote discussion among professionals, policymakers, employers, parents, and individuals with disabilities concerning the current and future challenges facing secondary education and transition services nationally.

My Future My Plan: A Transition Planning Resource for Life After High School

2003

My Future My Plan is a curriculum designed to motivate and guide students with disabilities and their families as they begin early transition planning for life after high school. It promotes positive attitudes and self-advocacy and assists students, parents, and professionals to make the transition planning process more effective. The curriculum package—which may be used in home, school, and community settings—includes a videotape and discussion guide, a planning notebook for students, and a guide for family members and teachers. Also available in a Spanish-language edition.

2003 National Leadership Summit Findings & Outcomes: State Priorities and Need for Assistance

2003

Priority issues that emerged from states in attendance at the NCSET National Leadership Summit 2003 in Washington, DC.

Issues Influencing the Future of Transition Programs and Services in the United States

2000

This monograph, developed by the National Transition Network, is a collection of articles by leading researchers in secondary special education and transition services for students with disabilities.

Individuals with Disabilities Education Act of 1997: Transition Requirements – A Guide for States, Districts, Schools, Universities, and Families

2000

This handbook provides technical assistance for the implementation of the transition services requirements of the Individuals with Disabilities Education Act (IDEA) of 1997 (P.L. 105-17) and the final regulations published on March 12, 1999. This publication was jointly developed by the Western Regional Resource Center, the Mountain Plains Regional Resource Center, Arizona State University West, and the National Transition Network.