



ADDITIONAL READING

Resources

National Technical Assistance Center on Transition (NTACT)

<https://transitionta.org/lessonplans>

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. This website features lesson plans for teaching community life skills.

Practical Money Skills

http://www.practicalmoneyskills.com/teach/lesson_plans/special_needs

Practical Money Skills is a website that includes online lessons on a wide variety of financial literacy skills such as budgeting, credit, and debt. There are also games, free resources, and financial calculators. Additionally, there are lesson plans for teaching financial literacy skills to typically developing students and students with disabilities. These lesson plans are accompanied by student activities and PowerPoint presentations

The Financial Literacy Project Simulated Online Banking Account

<http://fnlitproject.com/simulator/demo/>

The Simulated Online Banking Account is a simulated online bank account where students can practice making online transactions. The simulated account mimics the features of online banking websites to provide students with an experience that reflects real-life online banking.

National Association of Special Education Teachers

<https://www.naset.org/transervices4.0.html>

The National Association of Special Education Teachers' website provides detailed information on a wide variety of components of the transition to adulthood for students with disabilities. It includes sections with information specific to community living skills such as travel training and social skills.

PBIS World

<http://www.pbisworld.com/tier-2/social-stories/>

The PBIS World website features an extensive list of links to social stories available online that you can use with your



students.

For Further Reading

Burckley, E., Tincani, M., & Fisher, A. G. (2015). An iPad™-based picture and video activity schedule increases community shopping skills of a young adult with autism spectrum disorder and intellectual disability. *Developmental Neurorehabilitation*, 18(2), 131-136. doi:<http://dx.doi.org/10.3109/17518423.2014.945045>

Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2008). Promoting rigor, relevance, and relationships through peer support interventions. *TASH Connections*, 34(2) 20-23.

McMahon, D., Cihak, D. F., & Wright, R. (2015). Augmented reality as a navigation tool to employment opportunities for postsecondary education students with intellectual disabilities and autism. *Journal of Research on Technology in Education*, 47(3), 157-172.

Steere, D. E., & DiPipi-Hoy, C. (2012). When you can't get out: "Strategies for supporting community-based instruction". *TEACHING Exceptional Children*, 45(2), 60-67.

Spooner, F., & Test, D. W. (1994). Domestic and community living skills. In E. C. Cipani & F. Spooner (Eds.), *Curricular and instructional approaches for persons with severe disabilities* (pp. 149–183). Boston, MA: Allyn & Bacon.