



Further Reading and Additional Resources

Resources for Providers and Instructors

Disability Disclosure

- **The 411 on Disability Disclosure:** A workbook for families, educators, youth service professionals (YSPs), and other adult allies who care about youth with disabilities. (2009). *National Collaborative on Workforce and Disability for Youth*. Washington, DC: Institute for Educational Leadership. Retrieved from http://www.ncwd-youth.info/wp-content/uploads/2016/10/The_411_On_Disability_Disclosure_for_Adults.pdf
Description: This student-friendly workbook has units on self-determination, disclosure (postsecondary disclosure, disclosure on the job and disclosure in social and community settings), rights and responsibilities under the law, and accommodations.

Self-Advocacy

- **A historical approach to assertiveness.** (2013). Peneva, I., & Mavrodiev, S. *Psychological Thought*, 6(1), 3-26. doi:10.5964/psyct.v6i1.14
Description: This article, accessible through Google Scholar, highlights the importance of self-advocacy, specifically how self-advocacy is a prerequisite skill for self-actualization.
- **Character strengths and intellectual and developmental disability: A strengths-based approach from positive psychology.** (2017). Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. *Education and Training in Autism and Developmental Disabilities*, 52(1), 13-25.
Description: The article, accessible on Google Scholar, describes how a strengths-based approach is essential to systems of support and quality of life for a person with disabilities, specifically people with intellectual or developmental disabilities.
- **It's My Choice.** (2002). Allen, W. T. (pp. 1-90). N.p.: Minnesota Governor's Council on Developmental Disabilities. Retrieved from http://www.mn.gov/mnddc/extra/publications/choice/Its_My_Choice.pdf
Description: This guide with activities and checklists help students contemplate hard choices and make big decisions by considering: Where should I live? Should I get married and have a family? What do I want to do for work? The small choices that lead-up to these larger decisions are also explored within this guide.

- **Promoting self-determination among students with disabilities: A guide for Tennessee educators.** (2013). Cabeza, B., Magill, L., Jenkins, A., Carter, E. W., Greiner, S., Bell, L., & Lane, K. L. <https://vkc.mc.vanderbilt.edu/assets/files/resources/psiSelfdetermination.pdf>

Description: This guide defines self-determination and explains why it is important. In addition, the guide provides information on teaching choice-making skills, decision-making skills, problem-solving skills, goal setting and attainment skills, self-advocacy and leadership skills, self-management and self-regulation skills, and self-awareness and self-knowledge skills.

- **Relationships between self-determination and post school outcomes for youth with disabilities.** (2015). Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. *The Journal of Special Education*, 48(4), 256-267.

Description: This article, available through Google Scholar, highlights the positive relationship between self-determination status for high school students with disabilities and adult outcomes 1-2 years after high school.

- **Self-advocacy instruction to teach high school seniors with mild disabilities to access accommodations in college.** (2019). Holzberg, D. G., Test, D. W., & Rusher, D. E. *Remedial and Special Education*, 40(3), 166-176.

Description: This article, accessible through Google Scholar, highlights the effect of high school students' self-advocacy and conflict resolution skills on their ability to request academic accommodations at the collegiate level.

- **Leadership activities, building games, and exercises.** (2019, August 4). Craig, H. Retrieved from <https://positivepsychology.com/leadership-activities/>

Description: This list of leadership activities, building games, and exercises can be used by educators who want to help elementary, middle and high school students develop various leadership abilities, as well as team-work skills.

Resources for Students

Accommodations

- **Job Accommodation Network.** (n.d.). Retrieved from <https://www.askjan.org/>

Description: This website provides a list of potential accommodations for various disabilities.

Assertiveness and Self-Advocacy

- **Assertiveness.** (2015). Lyness, D. TeensHealth. Retrieved from <https://www.kidshealth.org/en/teens/assertive.html>

Description: This website provides information for students and their families on what assertiveness is, why it is important, and lists strategies for how students can be assertive.

- **One Page Profiles in Schools: A Guide.** (2010). Sanderson, H., Smith, T., & Wilson, L. Retrieved from <https://creativeoptionsregina.ca/wp-content/uploads/2016/11/onepageprofilesinschoolsworkbook-1.compressed.pdf>

Description: This guide provides information on the importance of one page profiles, how to create these documents, and provides exemplar profiles.

Career

- **Career One Stop.** (2019). Interest assessment [informal assessment]. Retrieved from <https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx>

Description: This is an assessment that allows students to indicate their interest level for various activities. Occupations pop-up that match the student's interests related to Realistic, Investigative, Artistic, Social, Enterprising, Conventional careers. Students can then sort by the experience or education needed to find jobs (1) they are interested in and (2) qualified for.

- **Explore Work.** (n.d.). Retrieved from <https://www.explore-work.com/>

Description: An interactive website with videos, journal activities, self-surveys and quizzes for teenagers exploring various work options.

- **Photo career quiz** (2019). Truity. [Informal Assessment]. Retrieved from <https://www.truity.com/test/photo-career-quiz>

Description: An interactive website with videos, journal activities, self-surveys and quizzes for teenagers exploring various work options.

College

- **Talking to my professors.** (n.d.). In *Going to College*. Retrieved from www.going-to-college.org

Description: This online, interactive learning module allows students to examine their learning styles, strengths, explore their interests, accept their disability, set goals, and create an advocacy plan before applying to colleges.

Learning Styles

- **Learning Style Assessment.** (2019). In *How-To-Study.com*. Retrieved from <https://www.how-to-study.com/learning-style-assessment/>

Description: This is a thirty-question self-assessment asking students to rate statements to determine what type of learning style the student learns best from (e.g., auditory, visual or tactile/kinesthetic). Based on the learning style, a list of study tips then appears.

Transition Tools

- **Adolescent Autonomy Checklist.** (n.d.). Retrieved from [https://instrc.indiana.edu/pdf/transition_matrix/Adolescent Autonomy Checklist.pdf](https://instrc.indiana.edu/pdf/transition_matrix/Adolescent%20Autonomy%20Checklist.pdf)

Description: A checklist reflecting the skills students can do already, need practice with, or plan to start. Knowing a student's skills allows the team to appropriately plan for the student's post-secondary goals.
- **Moving Students Forward.** (n.d.). Comprehensive high school transition survey [Survey]. Retrieved from <https://movingstudentsforward.org/comprehensive-high-school-transition-survey/>

Description: Educators can use this tool with their students to think about the various aspects of living, learning and working. This tool also examines the independent living skills and recreation and leisure activities of a student to understand their needs and preferences.
- **Student transition needs and preferences survey. Kent State University.** (n.d.). [survey]. Retrieved from <http://www.esc-cc.org/Downloads/Student%20Transition%20Needs%20and%20Preferences%20Survey.pdf>

Description: This student transition needs and preference survey is a tool students and educators can utilize to determine post-secondary plans for a student, and what skills or instruction might be beneficial to help the student achieve their goals.
- **Transition Assessment – Student (and Parent) Interview Form.** (n.d.). Indiana Secondary Transition Resource Center. Retrieved from [http://www.sped.sbcsc.k12.in.us/PDF Files/tassessments/Employment/TA Student and Parent Interview.pdf](http://www.sped.sbcsc.k12.in.us/PDF%20Files/tassessments/Employment/TA%20Student%20and%20Parent%20Interview.pdf)

Description: This form asks students about their post-secondary plans (e.g., education/training and employment/work plans). There are also questions on future living plans and community activities or events the student would like to be a part of. In addition, there is a section of questions about the supports students feel would be beneficial to their success transitioning from life after high-school.
- **Transition Skills Checklist.** (n.d.). Wisconsin Community of Practice on Transition Practice Group on Health. [Checklist]. Retrieved from <https://www2.waisman.wisc.edu/cedd//pdfs/products/health/HTSC.pdf>

Description: This checklist can be used by parents, educators or students themselves to see what skills they have relating to: communication, self-awareness, self-advocacy, activities of daily living, safety, vision/hearing, nutrition and fitness, recreation and socialization, transportation, legal and financial issues, managing medical care, locating adult health care providers, insurance care coordination, managing appointments, managing medications, managing equipment and treatments, managing medical information, work, and higher education. Knowing strengths and goals for the student helps the team devise a plan to help the student achieve their aspirations.