



## Resources: Transition From School to Employment

### **On the Job: Stories from Youth with Disabilities**

These stories feature youth with developmental disabilities who began working in competitive-wage, community-based jobs early (between the ages of 16-18) and who used natural supports, as well as some paid supports at first, to be successful. The stories include the community, employer, school, and family factors that led to the youths' success on the job.

[www.waisman.wisc.edu/naturalsupports/pdfs/YS.pdf](http://www.waisman.wisc.edu/naturalsupports/pdfs/YS.pdf)

### **411 on Disability Disclosure: A Workbook for Youth with Disabilities**

This workbook is designed for youth and the adults working with them to learn about disability disclosure. It helps young people make informed decisions about whether or not to disclose their disability and to understand how that decision may impact their education, employment, and social lives.

[www.ncwd-youth.info/411-on-disability-disclosure](http://www.ncwd-youth.info/411-on-disability-disclosure)

### **The Influence of Families on the Employment Process**

This *Tools for Inclusion* issue has information on shared decision making. It also includes tips so that families can be more involved in helping people find and keep jobs.

[www.communityinclusion.org/article.php?article\\_id=326](http://www.communityinclusion.org/article.php?article_id=326)

### **Southeast TACE**

The Technical Assistance & Continuing Education Center has many webinars related to transition available for viewing.

<http://tacesoutheast.org/network/events.php?idarea=Transition#calendar>

### **School Days to Pay Days: An Employment Planning Guide for Families of Young Adults with Intellectual Disabilities**

The Massachusetts Department of Developmental Services has released a manual for employment planning for young adults with intellectual disabilities. It provides steps that individuals and their support networks can take to prepare for employment after high school and ideas for including many critical components of successful employment.

[www.communityinclusion.org/schooldays/](http://www.communityinclusion.org/schooldays/)

### **Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention**

This resource explores the important role families and other caring adults play in the career planning, job search, and job retention of youth with disabilities.

[www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families](http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families)

### **School2Life**

This website is for high school students and has information on how to become an advocate for oneself in school and in getting a job.

[www.school2life.com/](http://www.school2life.com/)

### **Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders**

Effective programs have been identified to demonstrate on-the-ground examples of effective activities and strategies that are achieving exceptional results in the employment of persons with ASD.

<http://autism.sedl.org/index.php/webcasts>

### **Rehabilitation Engineering Research Center (RERC) on Workplace Accommodations**

A national center that collects case studies from around the country that illustrate workplace / job accommodations that have been made for specific employees with disabilities in a variety of occupational settings

[www.workrerc.org/accommodations.php](http://www.workrerc.org/accommodations.php)

### **The Job Development Exchange**

This project provides vocational rehabilitation counselors with the wealth of information they need to successfully engage both large and small employers. It offers a range of strategies, techniques and tools needed to insure that all individuals with disabilities obtain employment outcomes. The Exchange focuses on what counselors need to know, whether they are buying job development services or doing it themselves. Requires a login.

<http://tacesoutheast.org/myportal/index.php>



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### **Creating a Pathway to a Better Financial Future: Developing State Strategies for Asset Development and Wealth Creation for People with Disabilities.**

This brief introduces basic asset development concepts, tools, and activities that states can use as a framework for developing comprehensive, integrated state asset development strategies for people with disabilities and their families.

[www.heldrich.rutgers.edu/sites/default/files/content/Asset\\_Development\\_Brief.pdf](http://www.heldrich.rutgers.edu/sites/default/files/content/Asset_Development_Brief.pdf)

### **Southeast TACE**

Provides technical assistance (TA) and continuing education (CE) activities including the opportunity to earn education credit and/or certificates.

<http://tacesoutheast.org/index.php>

### **NTAR Webinars**

The National Technical Assistance and Research Center to Promote Leadership for Increasing Employment and Economic Independence of Adults with Disabilities is a collaboration of partners with expertise in workforce development, disability employment, economic development, financial education, benefits planning, and leadership development. [www.ntarcenter.org/content/webinars](http://www.ntarcenter.org/content/webinars)

### **Other Resources**

#### **The Arc Tennessee**

Advocates for the rights and full participation of all people with intellectual and/or developmental disabilities. (800) 835-7077, [www.thearcctn.org](http://www.thearcctn.org)

#### **Direct Support Professionals Association of Tennessee (DSPAT)**

Direct Support Professionals (DSP) are the driving force behind quality lives for people with intellectual and developmental disabilities. We now recognize that people with special needs are more likely to fulfill THEIR dreams and enjoy lives that are happy, healthy and safe when they are supported by well-trained, experienced and motivated people at their side in long-term, stable, compatible support relationships. [www.dspat.org/](http://www.dspat.org/)

#### **VSRA (Volunteer State Rehabilitation Association)**

An interdisciplinary professional, consumer-oriented rehabilitation organization representing rehabilitation

practitioners in the public and private sector at the national, state, and local levels.

<http://vsra.wetpaint.com/>

#### **Vanderbilt University Resources Vanderbilt Kennedy Center (VKC)**

The VKC works with and for people with disabilities and their family members, service providers and advocates, researchers and policy makers. It is a University Center for Excellence in Developmental Disabilities, a *Eunice Kennedy Shriver* Intellectual and Developmental Disabilities Research Center, and a Leadership Education in Neurodevelopmental and Related Disabilities Program.

<http://kc.vanderbilt.edu/site/default.aspx>

#### **Tennessee Disability Pathfinder**

Pathfinder provides free phone, web, and print resources in English and Spanish that connect the Tennessee disability community with resources. It is a project of the Vanderbilt Kennedy Center and the Tennessee Council on Developmental Disabilities.

See [www.familypathfinder.org](http://www.familypathfinder.org),

(615) 322-8529, toll-free (800) 640-4636.

#### **Behavioral Health and Intellectual Disability Clinic at Vanderbilt (BHID-V)**

BHID-V helps persons with intellectual disabilities, ages 17 and above, cope with the behavioral and mental health challenges that can inhibit successful adult life in the after-school years.

<http://kc.vanderbilt.edu/site/ucedd/functions/page.aspx?id=476>

#### **Employment of Persons with Disabilities**

The VKC is committed to working in the area of employment of persons with disabilities. Activities promote meaningful work for youth and adults with disabilities through model service programs and technical assistance, training, research, and information sharing.

<http://kc.vanderbilt.edu/site/services/disabilityservices/page.aspx?id=3070>

**Contact the Vanderbilt Kennedy Center**  
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