

A Web resource page of the National Dissemination Center for Children with Disabilities

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# NICHCY Connections... to Transition for Students with Specific Disabilities

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Having a particular disability can affect transition planning. This final chapter in NICHCY's *Transition Suite* is a collection of materials on transition planning with a specific disability in mind. The Table of

Contents at the right lists, in alphabetical order, the disabilities for which these materials were produced. If you're interested in a disability that isn't listed in the Table of Contents, we suggest you either:

- contact us for assistance by phone or email (1.800.695.0285, [nichcy@aed.org](mailto:nichcy@aed.org)),
- visit our [Search for Info](#) page and search for an organization focused on the disability in which you're interested, or
- consult the "organizations" listing on our [fact sheets](#) (should we offer one on the disability you're interested in).

The transition suite has other stand-alone pages as well. We've tried not to list the same resources in different pages, so you may want to visit those other pages for foundational information about transition planning and services, [Transition 101](#) especially, if you haven't done so already. The suite consists of:

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## Attention-Deficit/Hyperactivity Disorder

- *Visit CHADD.*  
[www.help4adhd.org/en/about/wwk5](http://www.help4adhd.org/en/about/wwk5)  
CHADD is the Children and Adults with Attention-Deficit/Hyperactivity Disorder. Through CHADD's National Resource Center on AD/HD, you have access to several transition-related publications for those with AD/HD. The link above drops you into the fact sheet page, where you can find (in English and in Spanish): Succeeding in College (#13), Legal Rights: Higher Education and the Workplace (#14), Succeeding in the Workplace (#16), and Managing Money (#17).
- *Supports in college.*  
[www.ncset.org/publications/viewdesc.asp?id=1415](http://www.ncset.org/publications/viewdesc.asp?id=1415)  
College students with learning disabilities and attention deficit hyperactivity disorders who participate in the Virginia Commonwealth University 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.

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## Autism

- *Issues in transition for students with autism.*  
[www.projectforum.org/docs/autism\\_secondary\\_transition.pdf](http://www.projectforum.org/docs/autism_secondary_transition.pdf)  
This 9-page document describes the efforts of several state education agencies (SEAs) to address the needs of transition-aged students with autism, describes the major barriers to providing effective secondary transition services to this population, and generates policy recommendations.

- *From the Autism Society of America.*  
[www.autism-society.org/site/PageServer?pagename=livinghighschool](http://www.autism-society.org/site/PageServer?pagename=livinghighschool)  
Among other things, *Life After High School* lists activities the transition planning team should undertake beginning in junior high/middle school to prepare a student with autism for what's to come.

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## Blindness / Visual Impairment

- *Supports in postsecondary education.*  
[www.heath.gwu.edu/PDFs/Students%20who%20are%20Blind%20or%20VI%20in%20Postsecondary%20Ed.pdf](http://www.heath.gwu.edu/PDFs/Students%20who%20are%20Blind%20or%20VI%20in%20Postsecondary%20Ed.pdf)  
This 15-page guide from the HEATH Resource Center focuses on supporting students with visual impairments (including blindness) in postsecondary education.

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## Deaf-Blind

- *Guide for students who are deaf-blind considering college.*  
<http://hknc.org/Publications.htm>  
A useful tool for deaf-blind high school students, including those with Usher syndrome, and deaf-blind adults needing further education to enhance career opportunities.

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## Deaf / Hard of Hearing

- *Online transition training for students who are deaf or hard of hearing.*  
[www.pepnet.org/train.asp](http://www.pepnet.org/train.asp)  
"Gates to Adventure" is designed for students who are deaf and hard of hearing, ages 14-adult. The instructional goal of the training is to enhance students'

understanding of skills needed for successful transition from secondary to postsecondary education. Teacher's guide available at:  
<http://199.17.224.24/training.asp>

- *Career stories.*  
[www.netac.rit.edu/goals/menu.html](http://www.netac.rit.edu/goals/menu.html)  
This website tells the career stories of individuals who are deaf or hard of hearing.
- *For teachers/students or anyone who works with or supports people who are deaf or hard of hearing.*  
[www.netac.rit.edu/publication/tipsheet/](http://www.netac.rit.edu/publication/tipsheet/)  
NETAC is one of four regional centers working with secondary and postsecondary institutions to improve educational access for students who are deaf or hard of hearing. At the link above, you'll find many tipsheets to help you in this work.
- *Postsecondary education options.*  
[www.heath.gwu.edu/PDFs/deaf.pdf](http://www.heath.gwu.edu/PDFs/deaf.pdf)  
This 16-page guide from the HEATH Resource Center takes a look at students who are deaf or hard of hearing in postsecondary education.
- *A guide for postsecondary counselors.*  
[www.jsu.edu/depart/dss/pec/counseling/document.html](http://www.jsu.edu/depart/dss/pec/counseling/document.html)  
Students who are deaf or hard of hearing in the postsecondary level sometimes present challenges to disability service providers and counselors. This guide explains in some detail how to support these students.
- *More for postsecondary professionals---online training.*  
<http://199.17.224.20/cover.htm>  
"Orientation to Serving College Students Who are Deaf or Hard of Hearing" is an introductory course designed for higher educational professionals who work with students who are deaf or hard of hearing. It explains issues relevant to communication and learning in postsecondary education.
- *A nuts and bolts guide to college success.*  
<http://sunsite.utk.edu/cod/pec/products/2002nuts-bolts.pdf>  
This 104-page guide provides vital information for deaf and hard-of-hearing students transitioning into a college environment. It includes information such as developing self-advocacy skills, communication strategies, pre-college timelines, financial aid basics, how to access appropriate accommodations, academic issues, types of personal information required to document needs, and a variety of other useful topics.
- *PEPNET: All but the kitchen sink on postsecondary education for those who are deaf or hard of hearing.*  
[www.pepnet.org/](http://www.pepnet.org/)  
PEPNet, the Postsecondary Education Programs Network, is the national

collaboration of the four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing. The goal of PEPNet is to help postsecondary institutions across the nation to attract and effectively serve individuals who are deaf and hard of hearing.

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## Down Syndrome

- *Helping students with Down syndrome prepare for life after high school.*  
[www.ndss.org/ndssmedia/pdf/transition.pdf](http://www.ndss.org/ndssmedia/pdf/transition.pdf)  
The National Down Syndrome Society offers this 20-page brief.
- *The transition from childhood to adulthood and all that comes with it.*  
[www.ndss.org/content.cfm?fuseaction=InfoRes.LifePlanarticle&article=227](http://www.ndss.org/content.cfm?fuseaction=InfoRes.LifePlanarticle&article=227)  
Siegfried M. Pueschel authors this lengthy discussion of what you can expect as children with Down syndrome move into and beyond adolescence: physical and sexual maturation, medical issues, the transition from school to employment, social maturation, developing independence, and involvement in recreational activities. At the link above, you'll also see additional transition-related topics on the left-menu bar.
- *Additional resources at NDSS.*  
NDSS--the National Down Syndrome Society--offers many other resources you might be interested in. Any of these strike your transition fancy?
  - *Postsecondary education.*  
[www.ndss.org/content.cfm?fuseaction=InfoRes.SchEduarticle&article=223](http://www.ndss.org/content.cfm?fuseaction=InfoRes.SchEduarticle&article=223)
  - *Being 'N Sync with teens and young adults: A guide to relationships.*  
[www.ndss.org/content.cfm?fuseaction=InfoRes.SchEduarticle&article=224](http://www.ndss.org/content.cfm?fuseaction=InfoRes.SchEduarticle&article=224)
  - *Transition timeline.*  
[www.ndss.org/content.cfm?fuseaction=InfoRes.SchEduarticle&article=225](http://www.ndss.org/content.cfm?fuseaction=InfoRes.SchEduarticle&article=225)
  - *Making plans: A financial guide.*  
[www.ndss.org/content.cfm?fuseaction=InfoRes.LifePlanarticle&article=605](http://www.ndss.org/content.cfm?fuseaction=InfoRes.LifePlanarticle&article=605)

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## Learning Disabilities

- *Options for your adolescent with LD.*  
[www.transitioncoalition.org/~tcacs/new/files/adol\\_convert.pdf](http://www.transitioncoalition.org/~tcacs/new/files/adol_convert.pdf)

This helpful document provides families with information about how to plan for the transition from school to postsecondary settings and information about different postsecondary options for adolescents with disabilities.

- *Transition planning from secondary to postsecondary education.*

[www.ldonline.org/article/7756](http://www.ldonline.org/article/7756)

The National Joint Committee on Learning Disabilities (NJCLD) is concerned that many students with learning disabilities do not consider postsecondary education options (2- and 4-year colleges and vocational schools) because they are not encouraged, assisted, or prepared to do so. In this report, the NJCLD addresses the rationale for the transition planning process as it applies to the education of students with learning disabilities, specifically the progression from secondary to postsecondary education. The roles and responsibilities of those involved are also outlined.

- *Supports in college.*

[www.ncset.org/publications/viewdesc.asp?id=1415](http://www.ncset.org/publications/viewdesc.asp?id=1415)

College students with learning disabilities and attention deficit hyperactivity disorders who participate in the Virginia Commonwealth University 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.

- *Financial aid for college.*

[www.heath.gwu.edu/PDFs/Financial%20Aid%20for%20Individuals%20with%20Learning%20Disabilities.pdf](http://www.heath.gwu.edu/PDFs/Financial%20Aid%20for%20Individuals%20with%20Learning%20Disabilities.pdf)

This brief from the HEATH Resource Center looks specifically at financial aid for students with learning disabilities.

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## Mental Health Issues

- *Handling your psychiatric disability in work and school.*

[www.bipolarworld.net/job\\_school/js27.htm](http://www.bipolarworld.net/job_school/js27.htm)

If you have a psychiatric condition, you may wish to visit this interactive and informative web site that addresses issues and reasonable accommodations related to work and school. This site claims to be "the only site designed exclusively to provide information about the Americans with Disabilities Act (ADA) and other employment and education issues for people with psychiatric disabilities."

- *Supported employment for individuals with mental illnesses.*  
[www.mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/employment/](http://www.mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/employment/)  
Supported Employment is a well-defined approach to helping people with mental illnesses find and keep competitive employment within their communities. Supported employment programs are staffed by employment specialists who have frequent meetings with treatment providers to integrate supported employment with mental health services. The National Mental Health Information Center offers indepth guidance on supported employment for individuals with mental health issues.
- *And what about higher education?*  
[www.heath.gwu.edu/PDFs/PamPsync..pdf](http://www.heath.gwu.edu/PDFs/PamPsync..pdf)  
This 11-page guide discusses academic adjustments needed to support students with psychiatric disabilities in postsecondary educational settings.

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## Mental Retardation / Developmental Disabilities

- *Career exploration for students with mental retardation.*  
[www.seattleu.edu/ccts/curriculum/Student%20Self-Directed%20Career%20Exploration.html](http://www.seattleu.edu/ccts/curriculum/Student%20Self-Directed%20Career%20Exploration.html)  
This online resource is called Student Self-Directed Career Exploration: A Curriculum for Students with Mental Retardation. It provides a guided process that students can use to map out their personal network, their areas of interest and skill, and an action plan for career exploration.
- *Pursuing postsecondary education.*  
[www.heath.gwu.edu/Inteldisabilities.htm](http://www.heath.gwu.edu/Inteldisabilities.htm)  
The Consortium for Students With Intellectual Disabilities is an exciting new project to promote postsecondary success for students with intellectual disabilities. Read all about the Consortium at the link above, and connect with several databases you can search to identify postsecondary programs for students with intellectual disabilities.

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## Special Health Care Needs

- *What does health have to do with transition? Everything!*  
[www.ncset.org/publications/viewdesc.asp?id=2967](http://www.ncset.org/publications/viewdesc.asp?id=2967)  
This Parent Brief provides information on the benefits of and strategies for

including health in the Individualized Education Program (IEP) process.

- *The American Academy of Pediatrics, on adolescents transitioning to adult health care.*

<http://pediatrics.aappublications.org/cgi/reprint/98/6/1203?ijkey=f19a8e88edbad0a84421d76471b57faa31d16500>

This policy statement describes how the pediatrician can work closely with patients with special health care needs and their families as an advocate and educator to help them adapt positively to an adult-focused system of health care. Issues in health care transitions including independence and dependence, education and vocational issues, insurance issues and limitations, Social Security, and hospitalization are outlined.

- **MUST VISIT: *The Healthy and Ready to Work National Center!***

[www.hrtw.org/index.html](http://www.hrtw.org/index.html)

If you have special health care needs, or are working with a youth who does, HRTW is the place to come for this specialized transition information. HRTW focuses on understanding systems, access to quality health care, and increasing the involvement of youth. It also includes provider preparation plus tools and resources needed to make more informed choices. Categories under which information is organized are:

- *Systems and services.*

[www.hrtw.org/systems/index.html](http://www.hrtw.org/systems/index.html)

This section of HRTW's website contains materials on using Title V to facilitate the development of HRTW/transition systems for children, youth, and young adults with special health care needs and their families.

- *Youth involvement.*

[www.hrtw.org/youth/index.html](http://www.hrtw.org/youth/index.html)

This section of HRTW's website will connect you with all manner of youth materials, with the overarching purpose of making sure that youth are involved in their own decision making and transition plans.

- *Tools & solutions.*

[www.hrtw.org/tools/index.html](http://www.hrtw.org/tools/index.html)

Here, you'll find web-based tools, resources, and strategies that can be used by youth and their families, health care providers, and state and local agencies to achieve successful transition from pediatric to adult health care.

- *Health care.*

[www.hrtw.org/healthcare/index.html](http://www.hrtw.org/healthcare/index.html)

Health care is obviously a top priority for youth with special health care needs as they transition from pediatric to adult services. Choose this door in HRTW's website and walk into a giant library of resources on the subject.



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## Traumatic Brain Injury (TBI)

- *Postsecondary ed options.*  
[www.heath.gwu.edu/PDFs/Brain%20Injury.pdf](http://www.heath.gwu.edu/PDFs/Brain%20Injury.pdf)  
This 16-page guide looks at the characteristics of TBI and how these affect students in postsecondary educational settings. Suggestions are included for students, parents and family members, instructors, academic advisors, and disability support services personnel as to how to help students with TBI achieve goals in higher education.
- *School to work.*  
[www.biausa.org/publications/schooltowork.htm](http://www.biausa.org/publications/schooltowork.htm)  
This discussion of TBI and moving from adolescence to adulthood comes from the Brain Injury Association of America (BIA).
- *Two more from the Brain Injury Association.*  
Both of these resources deal with issues you might find helpful in transition planning when TBI is a factor.
  - Using Community Mental Health Centers  
[www.biausa.org/publications/usingcommmental.htm](http://www.biausa.org/publications/usingcommmental.htm)
  - Employment After Brain Injury  
[www.biausa.org/elements/BIAM/2004/employment.pdf](http://www.biausa.org/elements/BIAM/2004/employment.pdf)

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