

Secondary Transition Autism Spectrum Disorders Resources (STAR)

This resource provides research-based strategies and practices found to be effective for and with secondary students with Autism Spectrum Disorders (ASD) including links to resources, curriculums, training and websites.

This tool is meant to support professionals when implementing research-based strategies and practices with secondary students with ASD. It is organized by 42 research-based practices that are aligned with the postsecondary goal areas of education/training, employment and independent living. Each practice contains at least one resource, and most include more.

Scroll through this document or click each practice below to take you to that content.

Student Development

[Anchored Instruction to Teach Math](#)

[Collaborative Strategic Reading-High School to teach reading comprehension](#)

[Computer-based video instruction to teach students to read grocery aisle sign words and locate items in actual grocery store in response to a photograph shopping list and a typed word shopping list](#)

[Differential reinforcement to teach response latency and task completion](#)

[Envision IT Curriculum to teach information technology skills](#)

[Graphic organizers to teach reading comprehension](#)

[Graphic organizers to teach science](#)

[Individual work system to teach on-task behavior and work completion skills](#)

[Mnemonics to teach social studies vocabulary](#)

[Mobile video modeling to teach interview skills](#)

[Multi-component \(i.e., choice embedding, functional communication training, building tolerance for delay of reinforcement, and presentation of discriminative stimuli for non-](#)

[problem behaviors\) to teach to complete shopping trip in community](#)

[Multi-component PMI \(i.e., peer training and participant instruction on the use of text cues\) to teach assertive conversational skills \(initiating, asking follow-up questions, and commenting](#)

[Multi-media, computer-based program using video captions and still photographs to teach students to read aisle signs and locate items in a grocery store](#)

[Peer assisted instruction/support to teach social interactions](#)

[Peer directed novel question training to teach conversation skills](#)

[Peer mediated instruction to teach conversational skills during lunch](#)

[Peer network interventions to teach peer interactions, social engagement](#)

[Peer networks to facilitate increased social interactions](#)

[Project Search to teach employment status, hours worked, benefits, adaptive behavior?](#)

[Self-determined learning model of instruction to teach goal attainment](#)

[Self-Regulated Strategy Development + POW-Tree to teach self-advocacy through persuasive writing](#)

[Simulated instruction to teach basic finance \(purchasing with debit card, tracking expenses, deposits, financial decision making\)](#)

[Social skills and sports program \(direct instruction, modeling and process training\) to teach eye contact, turn taking, relevant information used in conversation](#)

[Take Action: Making Goals Happen curriculum to teach goal-setting and attainment](#)

[Task analysis with prompting hierarchies to teach on-task behavior](#)

[Technology to teach math](#)

[Time delay to teach science skills](#)

[Touch Math to teach mathematic computation skills](#)

[Touch Math to teach money computation](#)

[Video modeling to teach leisure skills](#)

[Video modeling to teach vocational skills](#)

[Video modeling to teach home maintenance skills](#)

[Video modeling to teach vocational tasks](#)

[Video modeling to teach social skills](#)

[Video modeling to teach promote generalization of purchasing skills to community stores](#)

[Video modeling to teach employment skills](#)

[Video prompting via an iPad to teach independent living skills](#)

[Working at Gaining Employment Skills \(WAGES\)](#)

Student – Focused Planning

[Person Centered Planning to teach future expectations](#)

[Self-Advocacy Strategy to teach student involvement in the IEP meeting](#)

[Self-Directed IEP to teach student involvement in the IEP meeting](#)

[Whose Future, Is It? to teach self-determination skill](#)

Interagency Collaboration

[CIRCLES to teach self-determination and IEP meeting participation](#)

[Project SEARCH Plus ASD Supports to teach independence in the employment setting](#)

[Project SEARCH to teach employment status, hours worked, benefits, adaptive behavior](#)

[Project SEARCH to teach social, communication, and job skills](#)

[Video modeling \(VidCoach\) to teach interviewing skills](#)

Each resource includes:

- Brief description
- Type of resource (curriculum, webinar, online module, information brief, etc.)
- Whether the resource is specific to students with autism
- A link and whether an account is needed
- Organization
- Cost information

Sample below

Document Tab

NAME OF PRACTICE

Post-Secondary Outcome (1) / College & Career Readiness Standard (2) / Predictor (3)

Title of Resource A=Autism Specific, G=General Resource, \$=Cost

ACCOUNT



REQUIRED

[LINK TO RESOURCE](#)

Type of Resource: Description of resource

Organization who created resource

1. This item lists related outcome(s) highlighted in pink: Education (ED), Employment (EMP), and/or Independent Living (IL).
2. This item lists related College and Career Ready Standards including Academic Engagement, Mindsets, Learning Processes, Critical Thinking, Interpersonal Engagement, or Transition Competences.
3. This item lists the relevant NTACT Predictor(s) of Post-School Outcomes. See https://www.transitionta.org/sites/default/files/Pred_Outcomes_0.pdf

Student Development

ANCHORED INSTRUCTION TO TEACH MATH

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

[Using Anchored Instruction to Teach Mathematical Problem-Solving](#)

G



<https://www.transitionta.org/system/files/resourcetrees/Anchored%20Instruction%20to%20Teach%20Mathematical%20Problem%20Solving%20-%20Lesson.pdf?file=1&type=node&id=1063>

Curriculum: This lesson plan starter supports practitioners to implement anchored instruction to teach mathematical problem-solving.

National Technical Assistance Center on Transition

COLLABORATIVE STRATEGIC READING-HIGH SCHOOL TO TEACH READING COMPREHENSION

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

[Collaborative Strategic Reading](#)

G



<https://meeting.austin.utexas.edu/p2d2mn1w7rx/?proto=true>

Webinar: This webinar overviews Collaborative Strategic Reading, a strategy for helping students improve their reading comprehension skills.

Middle School Matters Institute from the Meadows Center

[CSR: A Reading Comprehension Strategy](#)

G

<https://iris.peabody.vanderbilt.edu/module/csr/>

Online Module: This online module outlines Collaborative Strategic Reading, a strategy for helping students to improve their reading comprehension skills.

Iris Center

[Collaborative Strategic Reading: Improving Secondary Students' Reading Comprehension Skills](#)

G

<http://www.ncset.org/publications/viewdesc.asp?id=424>

Information Brief: This information brief introduces Collaborative Strategic Reading, a research-based reading comprehension strategy.

National Center on Secondary Education and Transition

[Collaborative Strategic Reading](#)

G

<http://www.meadowscenter.org/institutes/msmi-resource/middle-school-matters/video-collaborative-strategic-reading>

Online Resource: This video demonstrates CSR in the upper-elementary grades. The teacher provides direct instruction on the “wrap-up” strategy, in which students generate questions from the text to check their understanding.

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin

[Get the Gist Routine](#)

G

<http://www.meadowscenter.org/institutes/msmi-resource/middle-school-matters/video-get-the-gist-routine-and-summarizing-routine>

Online Resource: This video demonstrates CSR in the upper-elementary grades. The teacher provides direct instruction on the “wrap-up” strategy, in which students generate questions from the text to check their understanding.

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin

[CSR Observation Checklist](#)

G

<https://greatmiddleschools.org/download-view/csr-interactive-checklist/>

Curriculum: This website provides an interactive CSR Checklist. Teachers can use this checklist to implement the CSR strategy in their classroom.

Middle School Matters Institute from the Meadows Center

[CSR Learning Log](#)

G

http://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf

Online Resource: This website provides an interactive CSR Learning Log. Teachers can use this learning log to implement the CSR strategy in their classroom.

Iris Center

[Clunk Cards](#)

G

http://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/csr/pdfs/csr_11_LINK_clunkCards.pdf

Curriculum: This website provides an interactive CSR Learning Log. Teachers can use this learning log to implement the CSR strategy in their classroom.

Iris Center

[Leader Cue Cards](#)

G

http://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/csr/pdfs/csr_11_LINK_cueCards.pdf#content

Curriculum: This website provides leader cue cards. Teachers can use these leader cue cards to implement the CSR strategy in their classroom.

Iris Center

[Collaborative Strategic Reading](#)

G

<https://www.transitionta.org/system/files/resourcetrees/%237Lesson%20Plan%20Melching%20.pdf?file=1&type=node&id=1078>

Curriculum: This website provides a graphic organizer for implementing CSR. Teachers can use this graphic organizer to implement the CSR strategy in their classroom.

Middle School Matters Institute from the Meadows Center

COMPUTER-BASED VIDEO INSTRUCTION TO TEACH STUDENTS TO READ GROCERY AISLE SIGN WORDS AND LOCATE ITEMS IN ACTUAL GROCERY STORE IN RESPONSE TO A PHOTOGRAPH SHOPPING LIST AND A TYPED WORD SHOPPING LIST

ED - EMP - IL / Transition Competencies / Community Experiences, Program of Study, Self-Care or Independent Living, Transition Program, Travel Skills

[Using Computer Based Instruction to Teach Grocery Shopping](#)

G





<https://www.transitionta.org/system/files/resourcetrees/%237Lesson%20Plan%20Melching%20.pdf?file=1&type=node&id=1078>

Curriculum: This lesson plan starter supports practitioners to implement computer based instruction to teach grocery shopping.

National Technical Assistance Center on Transition



DIFFERENTIAL REINFORCEMENT TO TEACH RESPONSE LATENCY AND TASK COMPLETION

ED - EMP - IL / Transition Competencies / Program of Study, Transition Program

<p><u>Differential Reinforcement</u> A</p> <p>https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Differential-Reinforcement-complete10-2010.pdf</p> <p>Online Module: This online module overviews differential reinforcement.</p> <p><i>National Professional Development Center on Autism Spectrum Disorders</i></p>
<p><u>Differential Reinforcement</u> A</p> <p> https://afirm.fpg.unc.edu/differential-reinforcement</p> <p>Online Module: This online module guides learners through four lessons to facilitate: (1) learning basic knowledge about differential reinforcement, and (2) applying differential reinforcement in activity based scenarios that promote real world application.</p> <p><i>Autism Focused Intervention Resources & Modules</i></p>
<p><u>Differential Reinforcement</u> A</p> <p> https://autisminternetmodules.org/user_mod.php</p> <p>Online Module: This online module provides an overview of differential reinforcements and steps for implementing differential reinforcement.</p> <p><i>Autism Internet Module</i></p>
<p><u>Differential Reinforcement</u> G</p> <p>https://vkc.mc.vanderbilt.edu/ebip/differential-reinforcement/</p> <p>Information Brief: This information brief introduces differential reinforcement.</p> <p><i>Evidence-Based Instructional Practices</i></p>

DIRECT COMMUNITY INSTRUCTION COMBINED WITH VIDEOTAPE MODELING TO PROMOTE GENERALIZATION OF SHOPPING SKILLS

ED - EMP - **IL** / Transition Competencies / Community Experiences, Program of Study, Self-Care or Independent Living, Transition Program, Travel Skills

<p><u>Video Modeling</u> A</p> <p>https://www.iidc.indiana.edu/pages/video-self-modeling-how-to-and-examples</p> <p>Online Resource: This online resource provides video tutorials demonstrating how to record and edit a video recorded on your iPad or iPhone.</p> <p><i>Indiana Resource Center on Autism</i></p>
<p><u>Video Modeling</u> A</p> <p> https://afirm.fpg.unc.edu/video-modeling/</p> <p>Online Module: This online module guides learners through lessons to facilitate (1) basic knowledge about visual supports, and (2) applying video modeling in activity based scenarios that promote real-world application.</p> <p><i>Autism Focused Intervention Resources & Modules</i></p>
<p><u>Video Modeling</u> A</p> <p>https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf</p> <p>Online Module: This online module provides an overview of video modeling and steps for implementing video modeling.</p> <p><i>National Professional Development Center on Autism Spectrum Disorders</i></p>
<p><u>Video Modeling</u> A</p> <p> https://autisminternetmodules.org/user_mod.php</p> <p>Online Module: This online module provides an overview of video modeling and steps for implementing video modeling.</p> <p><i>Autism Internet Module</i></p>

Video Modeling

A

<https://csesa.fpg.unc.edu/resources/ebp-video-modelingf>

Online Module: This online module describes key steps for using video modeling, prepares participants for implementing video modeling, and identify key pitfalls and ways to avoid them.

The Center on Secondary Education for Students with Autism Spectrum Disorders

Video Modeling

A

<https://csesa.fpg.unc.edu/resources/ebp-video-modeling-0>

Online Resource: This online resource provides a video modeling case study.

The Center on Secondary Education for Students with Autism Spectrum Disorders

Video Modeling & Employment

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<https://transitioncoalition.org/blog/webinar/video-modeling-employment/>

Webinar: This webinar describes video modeling. It reviews strategies for implementing video modeling and highlights how it can help students enhance their employment skills.

Transition Coalition

ENVISIONIT CURRICULUM TO TEACH INFORMATION TECHNOLOGY SKILLS

ED - EMP - IL / Learning Process/ Inclusion in General Education, Program of Study, Transition Program

Envision IT Resource Blog

G

<https://envisionitparent.wordpress.com/2014/03/12/httpwww-ownyourownfuture-com11thfindvideo-hubchoosing-your-own-path/>

Online Resource: This online resource provides practitioners with resources and support activities to engage students to discover who they are and document this in a transition portfolio.

Nisonger Center at The Ohio State University

Envision IT

G

<http://nisonger.osu.edu/research/envision-it/curriculum/>

Curriculum: This online resource contains teacher resources, the full curriculum, and several abbreviated course models. Teacher resources include sample transition portfolios (i.e., students' cumulative product), site maps, pacing guides/curriculum maps, and more.

Nisonger Center at The Ohio State University

GRAPHIC ORGANIZERS TO TEACH READING COMPREHENSION

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

Using Graphic Organizers for Comprehension - Expository Text

G



<https://www.transitionta.org/system/files/resourcetrees/Graphic%20Organizer%20-%20Reading%20-%20Lesson1%20-%20Expository%20Text.pdf?file=1&type=node&id=1072>

Curriculum: This lesson plan starter supports practitioners to use graphic organizers for teaching comprehension of expository texts.

National Technical Assistance Center on Transition

Using Graphic Organizers for Comprehension - Story

G



<https://www.transitionta.org/system/files/resourcetrees/Graphic%20Organizer%20-%20Reading%20-%20Lesson2%20-%20Story.pdf?file=1&type=node&id=1073>

Curriculum: This lesson plan starter supports practitioners to use graphic organizers for teaching comprehension of stories.

National Technical Assistance Center on Transition

GRAPHIC ORGANIZERS TO TEACH SCIENCE

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

[Using Graphic Organizers to Teach Science Vocabulary](#)

G



<https://www.transitionta.org/system/files/resourcetrees/Graphic%20Organizer%20-%20Science%20Content%20-%20Lesson.pdf?file=1&type=node&id=268>

Curriculum: This lesson plan starter supports practitioners to use graphic organizers to teach science vocabulary.

National Technical Assistance Center on Transition

INDIVIDUAL WORK SYSTEM TO TEACH ON TASK BEHAVIOR AND WORK COMPLETION SKILLS

ED - EMP - IL / Transition Competencies / Inclusion in General Education, Program of Study, Transition Program

[Work Systems](#)

A

<https://www.unl.edu/asdnetwork/virtual-strategies/work-system>

Online Resource: These online resources provides a video demonstration of the work systems strategy.

Nebraska Autism Spectrum Disorders Network

[Structured Work Systems](#)

A

https://csea.fpg.unc.edu/sites/csea.fpg.unc.edu/files/ebpbriefs/StructuredWorkSystems_Steps_0.pdf

Online Module: This online module reviews steps for implementing structured work systems.

National Professional Development Center on Autism Spectrum Disorders

[Using Structured Work Systems to Promote Independence and Engagement for Students with Autism Spectrum Disorders](#) A

http://www.autismoutreach.ca/sites/default/files/3_02_structured_work_systems.pdf

Information Brief: This practitioner paper provides an overview of structured work systems and describes how they can be used to promote independence and engagement for students with Autism Spectrum Disorders.

Autism Outreach

[Structured Work Systems and Activity Organization](#) A



https://autisminternetmodules.org/user_mod.php

Online Module: This online module provides an overview of structured work systems and how to organize these activities in the classroom setting.

Autism Internet Module

MNEMONICS TO TEACH SOCIAL STUDIES VOCABULARY

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

[Using Mnemonics to Teach Social Studies Vocabulary](#) G





https://www.transitionta.org/system/files/resourcetrees/LP_SS_Vocab.pdf?file=1&type=node&id=1209

Curriculum: This lesson plan starter supports practitioner to use mnemonics to teach social studies vocabulary.

National Technical Assistance Center on Transition

MOBILE VIDEO MODELING TO TEACH INTERVIEW SKILLS

ED - EMP - IL / Transition Competencies / Program of Study, Self-Advocacy or Self-Determination, Social Skills, Transition Program

<p>Video Modeling A</p> <p>https://www.iidc.indiana.edu/pages/video-self-modeling-how-to-and-examples</p> <p>Online Resource: This online resource provides video tutorials demonstrating how to record and edit a video recorded on your iPad or iPhone.</p> <p><i>Indiana Resource Center on Autism</i></p>
<p>Video Modeling A</p> <p> https://afirm.fpg.unc.edu/video-modeling/</p> <p>Online Module: This online module guides learners through lessons to facilitate: (1) basic knowledge about visual supports, and (2) applying video modeling in activity based scenarios that promote real-world application.</p> <p><i>Autism Focused Intervention Resources & Modules</i></p>
<p>Video Modeling A</p> <p>https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/jmce/documents/VideoModeling_Complete.pdf</p> <p>Online Module: This online module provides an overview of video modeling and steps for implementing video modeling.</p> <p><i>Nebraska Autism Spectrum Disorders Network</i></p>
<p>Video Modeling A</p> <p> https://autisminternetmodules.org/user_mod.php</p> <p>Online Module: This online module provides an overview of video modeling and steps for implementing video modeling.</p> <p><i>Autism Internet Module</i></p>

[Video Modeling](#)

A

<https://csesa.fpg.unc.edu/resources/ebp-video-modeling>

Online Module: This online module describes key steps for using video modeling, prepares participants for implementing video modeling, and identify key pitfalls and ways to avoid them.

The Center on Secondary Education for Students with Autism Spectrum Disorders

[Video Modeling](#)

A

<https://csesa.fpg.unc.edu/resources/ebp-video-modeling-0>

Online Resource: This online resource provides a video modeling case study.

The Center on Secondary Education for Students with Autism Spectrum Disorders

MULTI-COMPONENT (I.E., CHOICE EMBEDDING FUNCTIONAL COMMUNICATION TRAINING, BUILDING TOLERANCE FOR DELAY OF REINFORCEMENT, AND PRESENTATION OF DISCRIMINATIVE STIMULI FOR NON-PROBLEM BEHAVIORS) TO TEACH TO COMPLETE SHOPPING TRIPS IN COMMUNITY

ED - EMP - **IL** / Transition Competencies / Community Experiences, Program of Study, Self-Care or Independent Living, Transition Program, Travel Skills

[Time Delay](#)

A



<https://afirm.fpg.unc.edu/time-delay>

Online Module: This online module guides learners through lessons to facilitate: (1) basic knowledge about time delay, and (2) applying time delay in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

[Providing Choices](#)

A

https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=24

Online Resource: These online resources offers a video example of how to provide choices for students with Autism Spectrum Disorders.

VCU Autism Center for Excellence

[Positive Reinforcement](#)

A

<https://vcuautismcenter.org/resources/factsheets/content.cfm/935>

Information Brief: This information brief provides readers with an understanding of positive reinforcement and how to use positive reinforcement to facilitate skill acquisition in students with Autism Spectrum Disorders.

VCU Autism Center for Excellence

[Reinforcement](#)

A



<https://csesa.fpg.unc.edu/resources/ebp-reinforcement-0>

Online Resource: This online resource provides a reinforcement case study.

The Center on Secondary Education for Students with Autism Spectrum Disorders

[Reinforcement](#)

A



<https://vcuautismcenter.org/te/seminars/seminarsByCategory.cfm?id=7>

Online Resource: This seminar provides an overview of WHAT is reinforcement, WHY reinforcement is important, and HOW to USE reinforcement to increase positive skills. It also provides a description of the different types of reinforcement, including edible reinforcers, social reinforcers, material reinforcers, activity reinforcers, and token reinforcers.

VCU Autism Center for Excellence

[Providing Reinforcement](#)

A

https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=7

Online Resource: This online resource reviews what reinforcement is, types of reinforcement, and how to provide reinforcement to students. Participants also learn some tips on making reinforcement effective.

VCU Autism Center for Excellence

[Reinforcement](#)

A



<https://afirm.fpg.unc.edu/reinforcement>

Online Module: This online module guides learners through lessons to facilitate: (1) learning basic knowledge about reinforcement, and (2) applying reinforcement in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

[Functional Communication Training](#)

A



https://autisminternetmodules.org/user_mod.php

Online Resource: This online module provides an overview of functional communication training and how to implement functional communication training.

Autism Internet Module

[Functional Communication Training](#)

A

<https://cesea.fpg.unc.edu/resources/ebp-prompting>

Online Resource: This online module describes key steps for using prompting, identifies key pitfalls and ways to avoid them, and identifies ways to learn more about how to implement prompting.

The Center on Secondary Education for Students with Autism Spectrum Disorders

[Introduction to Functional Communication](#)

A

<https://vcuautismcenter.org/te/seminars/details.cfm?id=36>

Online Module: This online module defines functional communication and describes the functions of communication that every person should be able to use effectively.

VCU Autism Center for Excellence

[Functional Communication Training](#)

A

https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=23

Online Resource: This online resource presents an introduction to teaching functional communication to early childhood learners.

VCU Autism Center for Excellence

[Functional Communication Training](#)

A



<https://afirm.fpg.unc.edu/functional-communication-training>

Online Module: This online module guides learners through lessons to facilitate: (1) learning basic knowledge about functional communication training, and (2) applying functional communication training in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

MULTI-COMPONENT (I.E., PEER TRAINING AND PARTICIPANT INSTRUCTION ON THE USE OF TEXT CUES) TO TEACH ASSERTIVE CONVERSATIONAL SKILLS (INITIATING, ASKING FOLLOW-UP QUESTIONS, AND COMMENTING)

ED - EMP - IL / Interpersonal Engagement/ Community Experiences, Inclusion in General Education, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program

[Overview of Peer-Mediated Instruction & Intervention](#)

A

https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/PMII_Overview.pdf

Online Module: This online module provides an overview of peer-mediated instruction and how to implement this strategy.

National Professional Development Center on Autism Spectrum Disorders

[Peer Mediated Instruction & Intervention](#)

A



<https://afirm.fpg.unc.edu/peer-mediated-instruction-and-intervention>

Online Module: This online module guides learners through four lessons to facilitate: (1) learning basic knowledge about peer-mediated instruction and intervention, and (2) applying peer-mediated instruction and intervention in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

[Peer Mediated Support Strategies](#)

G

<https://vcuautismcenter.org/resources/factsheets/content.cfm/935>

Information Brief: This information brief introduces peer-mediated support strategies.

Vanderbilt Kennedy Center

MULTI-MEDIA, COMPUTER-BASED PROGRAM USING VIDEO CAPTIONS AND STILL PHOTOGRAPHS TO TEACH STUDENTS TO READ AISLE SIGNS AND LOCATE ITEMS IN A GROCERY STORE

ED - EMP - IL / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Computer-Aided Instruction](#)

A



https://autisminternetmodules.org/user_mod.php

Online Module: This online module provides an overview of computer-aided instruction.

Autism Internet Module

PEER ASSISTED INSTRUCTION/ SUPPORT TO TEACH SOCIAL INTERACTIONS

ED - EMP - IL / Transition Competencies / Community Experiences, Program of Study, Self-Care or Independent Living, Transition Program, Travel Skills

[Peer to Peer Program](#)

A

<https://www.gvsu.edu/autismcenter/peer-to-peer-information-and-resources-239.htm>

Online Resource: This online resource provides resources for implementing peer-to-peer programs. Resources include: flyers, PowerPoints, role play activities, and information briefs.

Start Project

[Overview of Peer-Mediated Instruction & Intervention](#)

A

https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/PMII_Overview.pdf

Online Module: This online module provides an overview of peer-mediated instruction and intervention.

National Professional Development Center on Autism Spectrum Disorders

[Peer Mediated Instruction & Intervention](#)

A



<https://afirm.fpg.unc.edu/peer-mediated-instruction-and-intervention>

Online Module: This online module guides learners through four lessons to facilitate: (1) learning basic knowledge about peer-mediated instruction and intervention, and (2) applying peer-mediated instruction and intervention in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

[Peer Mediated Support Strategies](#)

G

<https://vkc.mc.vanderbilt.edu/assets/files/resources/psiPeermedstrategies.pdf>

Information Brief: This information brief introduces peer-mediated support strategies.

Vanderbilt Kennedy Center

PEER DIRECTED NOVEL QUESTION TRAINING TO TEACH CONVERSATIONAL SKILLS

ED - EMP - IL / Interpersonal Engagement / Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Using Peer-Directed Novel Question Training to Teach Conversation Skills](#)

G



[https://transitionta.org/system/files/resourcetrees/LP_Peer%20Directed%20 %20Conversation%20Skills%20with%20Communication%20Book_final.pdf?file=1&type=node&id=1526](https://transitionta.org/system/files/resourcetrees/LP_Peer%20Directed%20%20Conversation%20Skills%20with%20Communication%20Book_final.pdf?file=1&type=node&id=1526)

Curriculum: This lesson plan starter supports practitioners to implement peer-directed novel question training to teach conversation skills.

National Technical Assistance Center on Transition

PEER MEDIATED INSTRUCTION TO TEACH CONVERSATIONAL SKILLS DURING LUNCH

ED - EMP - **IL** / Interpersonal Engagement / Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Peer-Mediated Instruction and Intervention](#)

A



https://autisminternetmodules.org/user_mod.php

Online Module: This online module provides an overview of peer-mediated instruction and intervention.

Autism Internet Module

[Peer-Mediated Instruction and Intervention](#)

A



<https://afirm.fpg.unc.edu/peer-mediated-instruction-and-intervention>

Online Module: This module guides learners through four lessons to facilitate: (1) learning basic knowledge about peer-mediated instruction and intervention, and (2) applying peer-mediated instruction and intervention in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

PEER NETWORK INTERVENTIONS TO TEACH PEER INTERACTIONS, SOCIAL ENGAGEMENT

ED - EMP - **IL** / Interpersonal Engagement / Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Using Peer Network Interventions to Teach Social Engagement Skills](#)

A



https://www.transitionta.org/system/files/resourcetrees/LP_PNI_SocailEngage_2018.pdf?file=1&type=node&id=1510

Curriculum: This lesson plan starter supports practitioners to use peer network interventions to teach social engagement skills.

National Technical Assistance Center on Transition

[Peer Networks](#)

A

<https://csesa.fpg.unc.edu/materials/csesa-peer-and-social-competence>

Curriculum: This website provides curriculum resources for teachers implementing peer networking interventions in their classrooms.

The Center on Secondary Education for Students with Autism Spectrum Disorders

PEER NETWORKS TO FACILITATE INCREASED SOCIAL INTERACTIONS

ED - EMP - IL / Interpersonal Engagement / Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Peer Assisted Strategies](#)

A

<https://transitioncoalition.org/blog/webinar/peer-assisted-strategies/>

Webinar: This webinar focuses on the critical factors of peer assistance for young adults with extensive support needs. He provides strategies and program components that can help teachers create and enhance peer strategies in their schools.

Transition Coalition

PROJECT SEARCH TO TEACH EMPLOYMENT STATUS, HOURS WORKED, BENEFITS, ADAPTIVE BEHAVIOR

ED - EMP - IL / Transition Competencies / Career Awareness, Program of Study, Self-Advocacy or Self-Determination, Transition Program

[Project Search 101](#)

G

<https://www.projectsearch.us/additional-online-learning/>

Online Resource: Project Search Academy offers a collection of fast-paced online training courses that deliver invaluable information to help practitioners implement the program model to its full potential.

Project Search

[Project Search - Employment Preparation for High School Students with Autism](#)

G

<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/369>

Webinar: This presentation has several instructional ideas related to employment. There are ideas for daily social and independent skills, as well as activities broken down into days of the week. Several examples are not only discussed, but are shown visually too.

Virginia Commonwealth University Rehabilitation Research & Training Center

[Choosing Your Interns](#)

G

<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/326>

Webinar: This webinar reviews what Project Search Programs do to enhance student recruitment and intern selection.

Virginia Commonwealth University Rehabilitation Research & Training Center

[Internships](#)

<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/327>

Webinar: This webinar reviews practices used by Project Search Programs throughout their internship development process.

Virginia Commonwealth University Rehabilitation Research & Training Center

[Teamwork & Collaboration](#)

G

<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/325>

Webinar: This webinar reviews practices used by Project Search Programs throughout their internship development process.

Virginia Commonwealth University Rehabilitation Research & Training Center

SELF-DETERMINED LEARNING MODEL OF INSTRUCTION TO TEACH GOAL ATTAINMENT

ED - EMP - IL / Academic Engagement / Goal-Setting, Self-Advocacy or Self-Determination

Using SDLMI to Teach Goal Setting and Problem-Solving

G



https://www.transitionta.org/system/files/resourcetrees/Using%20SDLMI%20to%20Teach%20Goal%20Setting%20and%20Problem-Solving_1.pdf?file=1&type=node&id=1312

Curriculum: This lesson plan starter supports practitioners to implement SDLMI to teach goal setting and problem-solving.

National Technical Assistance Center on Transition

SELF-REGULATED STRATEGY DEVELOPMENT + POW-TREE TO TEACH SELF-ADVOCACY THROUGH PERSUASIVE WRITING

ED - EMP - IL / Academic Engagement, Transition Competencies/Self-Advocacy or Self-Determination

Self-Regulated Strategy Development

G



<http://www.thinksrsd.com/free-materials/>

Curriculum: This website offers curriculum resources that teachers can use in implementing SRSD in their classrooms.

think SRSD

Self-Regulated Strategy Development



<http://www.thinksrsd.com/professional-learning/>

Online Resource: This online resource offers an e-Learning resource designed to support participants to learn about and fully implement SRSD. It includes lesson video shots, as well as a starter tool box of standard resources, such as lesson plans, model essays, and text sets for writing tasks.

think SRSD

[Self-Regulated Strategy Development \(SRSD\): A Framework for Teaching Instructional Strategies](#)

G

<https://iris.peabody.vanderbilt.edu/interview/self-regulated-strategy-development-srsd-a-framework-for-teaching-instructional-strategies/>

Webinar: This webinar offers detailed information about the steps in Self-Regulated Strategy Development.

Iris Center

[Self-Regulated Strategy Development for Writing](#)

G

http://s3.amazonaws.com/cmi-teaching-id/alerts/3/uploaded_files/original_alert17writingSSRD.pdf?1301000388

Information Brief: This information brief introduces the self-regulated strategy development.

Division for Learning Disabilities

[Self-Regulated Strategy Development](#)

https://lincs.ed.gov/sites/default/files/10_TEAL_Self_Reg_Strat_Dev_0.pdf

Information Brief: This information brief introduces the self-regulated strategy development.

Teaching Excellence in Adult Literacy

[SRSD: Using Learning Strategies to Enhance Student Learning](#)

<https://iris.peabody.vanderbilt.edu/module/srs/>

Online Module: This online module outlines the six steps required to effectively implement the Self-Regulated Strategy Development model.

Iris Center

[POW-Tree: Improving Writing Performance: A Strategy for Writing Persuasive Essays](#)

G

<https://iris.peabody.vanderbilt.edu/module/pow/#content>

Online Module: This module outlines and describes the process for teaching students the POW+TREE strategy, a writing strategy to help students produce better persuasive essays.

Iris Center

SIMULATED INSTRUCTION TO TEACH BASIC FINANCE (PURCHASING WITH DEBIT CARD, TRACKING EXPENSES, DEPOSITS, FINANCIAL DECISION MAKING

ED - EMP - **IL** / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Using Simulated Instruction to Teach Purchasing with a Debit Card and Tracking Expenses](#)

G



https://www.transitionta.org/system/files/resourcetrees/LP_SimInstruc_DebitCard_Expenses_2018.pdf?file=1&type=node&id=1520

Curriculum: This lesson plan starter supports practitioners to use simulated instruction to teach purchasing with a debit card and tracking expenses.

National Technical Assistance Center on Transition

SOCIAL SKILLS AND SPORTS PROGRAMS (DIRECT INSTRUCTION, MODELING AND PROCESS TRAINING) TO TEACH EYE CONTACT, TURN TAKING, RELEVANT INFORMATION USED IN CONVERSATION

ED - EMP - **IL** / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Intro to DI](#)

G

<https://www.nifdi.org/what-is-di/intro-to-di>

Online Resource: This online resource provides a nine-part introduction to a range of topics addressing the fundamentals of Direct Instruction.

National Institute for Direct Instruction

[Modeling](#)

A



<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Step-by-Step%20for%20MD.pdf>

Information Brief: This information brief provides a step-by-step guide for utilizing modeling.

Autism Focused Intervention Resources & Modules

[Providing Instructional Supports](#)

G

<https://iris.peabody.vanderbilt.edu/module/sca/>

Online Module: This online module explores the importance of scaffolding and modeling for students as they learn new skills and strategies.

IRIS Center

[Modeling](#)

A



<https://afirm.fpg.unc.edu/modeling>

Online Module: This online module guides learners through four lessons to facilitate: (1) learning basic knowledge about modeling, and (2) applying modeling in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

TAKE ACTION: MAKING GOALS HAPPEN CURRICULUM TO TEACH GOAL-SETTING AND ATTAINMENT/MIXED

ED - EMP - IL / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program

[Using Take Action: Making Goals Happen Curriculum to Teach Goal Setting and Attainment](#)

G



<https://www.transitionta.org/system/files/resourcetrees/LP-TA%28goals%29.pdf?file=1&type=node&id=1494>

Curriculum: This lesson plan starter supports practitioners to implement the Making Goals Happen Curriculum to teach goal-setting and attainment.

National Technical Assistance Center on Transition

[Take Action: Making Goals Happen from Choicemaker Self-Determination Transition Curriculum](#)

G

<http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum/take-action---teaching-goal-attainment>

Curriculum: Educators use the *Take Action* lessons to teach students both with and without disabilities the crucial skills for attaining their goals. The lesson package consists of a student video, teacher manual, and student worksheets. Students learn to break their long-term goals into short-term goals that can be accomplished in a short time period. The lessons can be applied to any goal or project, including students' IEP goals.

Zarrow Center for Learning Enrichment

TASK ANALYSIS WITH PROMPTING HIERARCHIES TO TEACH ON-TASK BEHAVIOR

ED - EMP - IL / Transition Competencies/ Inclusion in General Education, Program of Study, Transition Program

[Prompting](#)

A



https://autisminternetmodules.org/user_mod.php

Online Module: This online module provides an overview of prompting and steps for prompting.

Autism Internet Module

[Task Analysis](#)

G



https://autisminternetmodules.org/user_mod.php

Online Module: This This online module provides an overview of task analysis and steps for task analysis.

Autism Internet Module

G

[Prompting](#)



<https://afirm.fpg.unc.edu/prompting>

Online Module: This module guides learners through four lessons to facilitate: (1) learning basic knowledge of prompting, and (2) applying prompting in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

Task Analysis

G



<https://afirm.fpg.unc.edu/task-analysis>

Online Module: This module guides learners through four lessons to facilitate: (1) learning basic knowledge of task analysis, and (2) applying task analysis in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

TECHNOLOGY TO TEACH MATH

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

Using Technology to Teach Math

G



https://www.transitionta.org/system/files/resourcetrees/PD_Tech_Math.pdf?file=1&type=node&id=1384

Curriculum: This lesson plan starter supports practitioners to use technology to teach math.

National Technical Assistance Center on Transition

TIME DELAY TO TEACH SCIENCE SKILLS

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

Time Delay

A



https://autisminternetmodules.org/user_mod.php

Online Module: This online module provides an overview of time delay and steps for implementing time delay.

Autism Internet Module

[Time Delay](#)

A

<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/TD%20Step-by-Step.pdf>

Information Brief: This information brief provides a step-by-step guide for implementing time delay.

Autism Focused Intervention Resources & Modules

[Time Delay](#)

A



<https://afirm.fpg.unc.edu/time-delay>

Online Module: This lesson plan starter supports practitioners to use technology to teach math.

Autism Focused Intervention Resources & Modules

[Time Delay](#)

A

https://csesa.fpg.unc.edu/sites/csesa.fpg.unc.edu/files/ebpbriefs/TimeDelay_Steps_0.pdf

Online Module: This online modules overviews time delay.

National Professional Development Center on Autism Spectrum Disorders

TOUCHMATH TO TEACH MATHEMATIC COMPUTATION SKILLS

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

[Using Touch Math to Teach mathematic computation skills.](#)

G



<https://www.transitionta.org/system/files/resourcetrees/PD%20Touch%20Math%202017.pdf?file=1&type=node&id=1116>

Curriculum: This lesson plan starter supports practitioners to implement touch math to teach mathematic computation skills.

National Technical Assistance Center on Transition

Touch Math

G

<https://www.touchmath.com/index.cfm?fuseaction=money.welcome>

Curriculum: TouchMath offers the most comprehensive money program on the market. The materials are designed for students in pre-K through third grade, as well as remedial levels from grade school through high school and adult education. The money materials build on the TouchPoints, counting, and skip counting skills in order to teach coin values, equivalencies, making change, and computations. TouchPoints and TouchStars provide a visual representation so students can easily associate coins and their values. The process is totally unique and effective in its ability to teach students how money and math interrelate — making this crucial life skill real, relational, and concrete.

Innovative Learning Concepts Inc.

TOUCHMATH TO TEACH MONEY COMPUTATION

ED - EMP - IL / Academic Engagement / Inclusion in General Education, Program of Study, Transition Program

Touch Math: Money

G

<https://www.touchmath.com/index.cfm?fuseaction=money.welcome>

Curriculum: TouchMath offers the most comprehensive money program on the market. The materials are designed for students in pre-K through third grade, as well as remedial levels from grade school through high school and adult education. The money materials build on the TouchPoints, counting, and skip counting skills in order to teach coin values, equivalencies, making change, and computations. TouchPoints and TouchStars provide a visual representation so students can easily associate coins and their values. The process is totally unique and effective in its ability to teach students how money and math interrelate — making this crucial life skill real, relational, and concrete.

Innovative Learning Concepts Inc.

VIDEO MODELING TO TEACH LEISURE SKILLS

ED - **EMP** - **IL** / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Video Modeling](#)

A

<https://www.iidc.indiana.edu/pages/video-self-modeling-how-to-and-examples>

Online Resource: This online resource provides video tutorials demonstrating how to record and edit a video recorded on your iPad or iPhone.

Indiana Resource Center on Autism

VIDEO MODELING TO TEACH VOCATIONAL SKILLS

ED - **EMP** - **IL** / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Video Modeling](#)

A



<https://afirm.fpg.unc.edu/video-modeling/>

Online Module: This online module guides learners through lessons to facilitate (1) basic knowledge about visual supports, and (2) applying video modeling in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

VIDEO MODELING TO TEACH HOME MAINTENANCE SKILLS

ED - EMP - IL / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

Video Modeling

A

https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf

Online Module: This online module provides an overview of video modeling and steps for implementing video modeling.

National Professional Development Center on Autism Spectrum Disorders

VIDEO MODELING TO TEACH VOCATIONAL TASKS

ED - EMP - IL / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

Video Modeling

A



https://autisminternetmodules.org/user_mod.php

Online Module: This online module provides an overview of video modeling and steps for implementing video modeling.

Autism Internet Module

VIDEO MODELING TO TEACH SOCIAL SKILLS

ED - EMP - IL / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Video Modeling](#)

<https://csesa.fpg.unc.edu/resources/ebp-video-modeling>

Online Training: This online module describes key steps for using video modeling, prepares participants for implementing video modeling, and identify key pitfalls and ways to avoid them.

The Center on Secondary Education for Students with Autism Spectrum Disorders

VIDEO MODELING TO TEACH PROMOTE GENERALIZATION OF PURCHASING SKILLS TO COMMUNITY STORES

ED - EMP - IL / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

[Video Modeling](#)

A

<https://csesa.fpg.unc.edu/resources/ebp-video-modeling-0>

Online Resource: This online resource provides a video modeling case study.

The Center on Secondary Education for Students with Autism Spectrum Disorders

VIDEO MODELING TO TEACH EMPLOYMENT SKILLS

ED - EMP - IL / Transition Competencies/ Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

Video Modeling & Employment

G

<https://transitioncoalition.org/blog/webinar/video-modeling-employment/>

Webinar: This webinar describes video modeling. It reviews strategies for implementing video modeling and highlights how it can help students enhance their employment skills.

Transition Coalition

VIDEO PROMPTING VIA AN IPAD TO TEACH INDEPENDENT LIVING SKILLS

ED - EMP - IL / Transition Competencies / Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

Prompting

A

<https://csesa.fpg.unc.edu/resources/ebp-prompting-0>

Online Resource: This online resource provides a prompting case study.

The Center on Secondary Education for Students with Autism Spectrum Disorders

Prompting

A

<https://csesa.fpg.unc.edu/resources/ebp-prompting>

Online Module: This online module describes key steps for using prompting, identifies key pitfalls and way to avoid them, and identifies way to learn more about how to implement prompting.

The Center on Secondary Education for Students with Autism Spectrum Disorders

A

Prompting



<https://afirm.fpg.unc.edu/prompting>

Online Module: This online module guides learner through four lessons to facilitate: (1) learning basic knowledge about prompting, and (2) applying prompting in activity based scenarios that promote real-world application.

Autism Focused Intervention Resources & Modules

WORKING AT GAINING EMPLOYMENT SKILLS (WAGES)

ED - **EMP** - IL / Transition Competencies / Community Experiences, Program of Study, Self-Care or Independent Living, Social Skills, Transition Program, Travel Skills

Working at Gaining Employment Skills (WAGES)

G \$



<https://www.saavsus.com/store/wages-a-job-related-social-skills-curriculum-for-adolescents>

Curriculum: A job-related social skills curriculum for adolescents utilizing a cognitive-behavioral approach. It includes 33 lessons with complementary activities and assessments and is suitable for delivery in a nine-week term.

SAAVSUS

Student – Focused Planning

PERSON CENTERED PLANNING TO TEACH FUTURE EXPECTATIONS

ED - EMP - IL / Transition Competencies / Career Awareness, Paid Work or Work Experience, Program of Study, Self- Advocacy or Self – Determination, Social Skills, Transition Program, Work Study

[Looking Towards the Future: Using Person-Centered Planning Tools from Pre-K through Adulthood](#) **A**

<https://vcuautismcenter.org/te/webcasts/details.cfm?webcastID=348>

Webinar: This webcast will discuss the importance of using person-centered planning tools for individuals with ASD pre-k through adulthood. The importance of developing skills, abilities knowledge and confidence in one's self and developing through the years will be emphasized. How to adapt tools to meet the various communication needs of individuals and their support networks will also be discussed.

VCU Autism Center for Excellence

["An Extra Ordinary Life: Using Person Centered Planning" Webcast](#) **A**

<https://vcuautismcenter.org/te/webcasts/details.cfm/210>

Webinar: In this presentation, a mother and son share their journey and some of the tools used to facilitate the path to an "extra" ordinary life for him. This presentation will discuss how these principals were used throughout the son's entire lifetime and are still utilized now as he is preparing for the transition to adulthood.

VCU Autism Center for Excellence

[Student Involvement in the IEP](#) **G**

<https://www.imdetermined.org/quick-links/student-involvement/>

Curriculum: This curriculum provides numerous resources, including videos, templates, and examples, for enhancing student involvement in the IEP.

I'm Determined

SELF-ADVOCACY STRATEGY TO TEACH STUDENT INVOLVEMENT IN THE IEP MEETING

ED - EMP - IL / Transition Competencies / Goal-setting, Self-Advocacy or Self-Determination, Transition Program, Youth Autonomy or Decision-Making

[The Self-Advocacy Strategy](https://kucrl.ku.edu/self-advocacy)

G

<https://kucrl.ku.edu/self-advocacy>

Book: This book reviews the Self-Advocacy Strategy. The Self-Advocacy Strategy helps students prepare for and participate in education or transition planning conferences.

KU Center for Research on Learning

[The Self-Advocacy Strategy](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202015%20Handouts/2015%20Handouts/The%20Self-Advocacy%20Strategy%20ppt.pdf)

G

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202015%20Handouts/2015%20Handouts/The%20Self-Advocacy%20Strategy%20ppt.pdf>

Webinar: This webinar reviews the Self-Advocacy Strategy. The Self-Advocacy Strategy helps students prepare for and participate in education or transition planning conferences.

Georgia Department of Education

[Using the Self-Advocacy Strategy to Teach IEP Meeting Participation \(1\)](https://www.transitionta.org/system/files/resourcetrees/Using%20the%20Self-Advocacy%20Strategy%20%281%29%20to%20Teach%20IEP%20Meeting%20Participation_1.pdf?file=1&type=node&id=152)

G



https://www.transitionta.org/system/files/resourcetrees/Using%20the%20Self-Advocacy%20Strategy%20%281%29%20to%20Teach%20IEP%20Meeting%20Participation_1.pdf?file=1&type=node&id=152

Curriculum: This lesson plan starter supports practitioners to implement the Self-Advocacy Strategy to teach IEP Meeting Participation.

National Technical Assistance Center on Transition

[Using the Self-Advocacy Strategy to Teach IEP Meeting Participation \(2\)](https://www.transitionta.org/system/files/resourcetrees/Published%20Curriculum%20-%20Student%20Focused%20Planning%20-%20Lesson2%20-%20SAS2_1.pdf?file=1&type=node&id=1075)

G



https://www.transitionta.org/system/files/resourcetrees/Published%20Curriculum%20-%20Student%20Focused%20Planning%20-%20Lesson2%20-%20SAS2_1.pdf?file=1&type=node&id=1075

Curriculum: This lesson plan starter supports practitioners to implement the Self-Advocacy Strategy to teach IEP Meeting Participation.

National Technical Assistance Center on Transition

[Using the Self-Advocacy Strategy to Teach IEP Meeting Participation \(3\)](#)

G



https://www.transitionta.org/system/files/resourcetrees/Published%20Curriculum%20-%20Student%20Focused%20Planning%20-%20Lesson2%20-%20SAS2_1.pdf?file=1&type=node&id=1075

Curriculum: This lesson plan starter supports practitioners to implement the Self-Advocacy Strategy to teach IEP Meeting Participation.

National Technical Assistance Center on Transition

SELF-DIRECTED IEP TO TEACH STUDENT INVOLVEMENT IN THE IEP MEETING

ED - EMP - IL / Transition Competencies / Goal-setting, Self-Advocacy or Self-Determination, Transition Program, Youth Autonomy or Decision-Making

[Using ChoiceMaker Self-Directed IEP to Teach IEP Meeting Participation](#)

G



https://www.transitionta.org/system/files/resourcetrees/Using%20ChoiceMaker%20Self-Directed%20IEP%20to%20Teach%20IEP%20Meeting%20Participation_0.pdf?file=1&type=node&id=149

Curriculum: This lesson plan starter to support practitioners to implement ChoiceMaker Self-Directed IEP to teach IEP meeting participation.

National Technical Assistance Center on Transition

[Self-Directed IEP Lessons & Materials from Choicemaker Self-Determination Transition Curriculum](#)

G

<http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum/choicemaker-self-determination-materials>

Curriculum: This website provides access to the ChoiceMaker Self-Determination Transition Curriculum. This curriculum teaches middle and secondary students the self-determination skills needed to be successful in school and adult life. It consists of three strands: (1) choosing education, vocational, and personal goals, (2) expressing goals via active student involvement in IEP Meetings, and (3) taking action to attain IEP goals.

Zarrow Center for Learning Enrichment

WHOSE FUTURE IS IT ANYWAY? TO TEACH SELF-DETERMINATION SKILLS

ED - EMP - IL / Transition Competencies / Goal-setting, Self-Advocacy or Self-Determination, Transition Program, Youth Autonomy or Decision-Making

[Whose Future is it Anyways?](#)

G

<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway>

Curriculum: *Whose Future Is It Anyway?* prepares students for their IEP meetings and to gain self-determination skills through six sections that contain 36 lesson sessions.

Zarrow Center for Learning Enrichment

Interagency Collaboration

CIRCLES TO TEACH SELF-DETERMINATION AND IEP MEETING PARTICIPATION

ED - EMP - IL / Transition Competencies / Self-Advocacy or Self-Determination, Youth Autonomy or Decision-making

[Circles](#)

G

<https://circles.uncc.edu/>

Toolkit: This toolkit provides an in depth explanation of the CIRCLES Program and the supplemental materials needed to implement it.

Cato College of Education at University of North Carolina Charlotte

PROJECT SEARCH PLUS ASD SUPPORTS TO TEACH INDEPENDENCE IN THE EMPLOYMENT SETTING

ED - **EMP** - IL / Transition Competencies / Career Awareness, Paid Work or Work Experience, Program of Study, Self-Advocacy or Self-Determination, Social Skills, Transition Program, Work Study

[Project Search Academy](#)

G



<https://projectsearch.azurewebsites.net/project-search-academy/>

Online Module: Project Search Academy offers a collection of fast-paced online training courses that deliver invaluable information to help practitioners implement the program model to its full potential.

Project Search

[Project Search Plus ASD Supports](#)

A

<https://worksupport.com/documents/Project%20SEARCH%20Research%20Brief%20-%20VERSION%20%232%20New%20Edits.pdf>

Information Brief: This information brief reviews the results from randomized clinical trial exploring competitive employment for 18 to 22-year-olds with Autism Spectrum Disorders.

Virginia Commonwealth University Rehabilitation Research & Training Center

PROJECT SEARCH TO TEACH EMPLOYMENT STATUS, HOURS WORKED, BENEFITS, ADAPTIVE BEHAVIOR

ED - **EMP** - IL / Transition Competencies / Career Awareness, Paid Work or Work Experience, Program of Study, Self-Advocacy or Self-Determination, Social Skills, Transition Program, Work Study

[Project Search 101](#)

G

<https://www.projectsearch.us/additional-online-learning/>

Online Resource: Project Search Academy offers a collection of fast-paced online training courses that deliver invaluable information to help practitioners implement the program model to its full potential.

Project Search

G

[Project Search - Employment Preparation for High School Students with Autism](#)

<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/369>

Webinar: This presentation has several instructional ideas related to employment. There are ideas for daily social and independent skills, as well as activities broken down into days of the week. Several examples are not only discussed, but are shown visually too.

Virginia Commonwealth University Rehabilitation Research & Training Center

[Choosing Your Interns](#)

G

<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/326>

Webinar: This webinar reviews what Project Search Programs do to enhance student recruitment and intern selection.

Virginia Commonwealth University Rehabilitation Research & Training Center

[Internships](#)

G

<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/327>

Webinar: This webinar reviews practices used by Project Search Programs throughout their internship development process.

Virginia Commonwealth University Rehabilitation Research & Training Center

PROJECT SEARCH TO TEACH SOCIAL COMMUNICATION AND JOB SKILLS

ED - **EMP** - IL / Transition Competencies / Career Awareness, Paid Work or Work Experience, Program of Study, Self-Advocacy or Self-Determination, Social Skills, Transition Program, Work Study

[Teamwork & Collaboration](#)

G




<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/325>

Webinar: This webinar reviews practices used by Project Search Programs throughout their internship development process.

Virginia Commonwealth University Rehabilitation Research & Training Center

VIDEO MODELING (VIDCOACH) TO TEACH INTERVIEWING SKILLS

ED - EMP - IL / Transition Competencies / Career Awareness, Paid Work or Work Experience, Self-Advocacy or Self-Determination, Social Skills, Transition Program, Work Study

<p>Video Modeling A</p> <p> https://www.iidc.indiana.edu/pages/video-self-modeling-how-to-and-examples</p> <p>Online Resource: This online resource provides video tutorials demonstrating how to record and edit a video recorded on your iPad or iPhone.</p> <p><i>Indiana Resource Center on Autism</i></p>
<p>Video Modeling A</p> <p> https://afirm.fpg.unc.edu/video-modeling/</p> <p>Online Module: This online module guides learners through lessons to facilitate (1) basic knowledge about visual supports, and (2) applying video modeling in activity based scenarios that promote real-world application.</p> <p><i>Autism Focused Intervention Resources & Modules</i></p>
<p>Video Modeling A</p> <p>https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf</p> <p>Online Module: This online module provides an overview of video modeling and steps for implementing video modeling.</p> <p><i>National Professional Development Center on Autism Spectrum Disorders</i></p>
<p>Video Modeling A</p> <p> https://autisminternetmodules.org/user_mod.php</p> <p>Online Module: This online module provides an overview of video modeling and steps for implementing video modeling.</p> <p><i>Autism Internet Module</i></p>

[Video Modeling](#)

A

<https://cesea.fpg.unc.edu/resources/ebp-video-modeling>

Online Module: This online module describes key steps for using video modeling, prepares participants for implementing video modeling, and identify key pitfalls and ways to avoid them.

The Center on Secondary Education for Students with Autism Spectrum Disorders

[Online Resource](#)

A

<https://cesea.fpg.unc.edu/resources/ebp-video-modeling-0>

Online Resource: This online resource provides a video modeling case study.

The Center on Secondary Education for Students with Autism Spectrum Disorders

[Using Video Modeling to Teach Interviewing Skills](#)

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https://www.transitionta.org/system/files/resourcetrees/LP_VM_Interviewing.pdf?file=1&type=node&id=1516

Curriculum: This lesson plan starter supports practitioners to implement video modeling to teach interviewing skills

National Technical Assistance Center on Transition.

[Video Modeling & Employment](#)

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<https://transitioncoalition.org/blog/webinar/video-modeling-employment/>

Webinar: This webinar describes video modeling. It reviews strategies for implementing video modeling and highlights how it can help students enhance their employment skills.

Transition Coalition