

Prepared and Ready: Equipping Students for Meaningful Post-secondary Opportunities

Clinician Resource Guide



Shelby Miller, SPT
University of North Carolina at Chapel Hill
Doctorate of Physical Therapy Capstone Project, 2020



Post-secondary Transition Planning for Students with Disabilities

Timeline for Post-secondary Transition Planning

It is recommended that this guide be used as early as possible in order to enhance patient care and optimize patient success. This guide can be used to inform practice and develop plans of care that prepare the student from a young age by incorporating relevant interventions. Always make the interests and preferences of the student the first priority. Starting interest exploration early allows for authentic development of post-secondary goals and preferences. The student's independence and self-determination should be developed and fostered from an early age by offering choices and engaging the student in decision-making.

The Individuals with Disabilities Education Act (IDEA) stipulates that post-secondary transition planning must begin by age 16 at the latest.¹ However, planning should begin as early as possible, with many elements being a concern throughout life.¹ For example, starting household chores should be implemented as a prevocational task as early as possible and physical fitness should be considered throughout life. Consider care transition elements as early as possible in order to be ready to take necessary action steps at the appropriate time. For example, when the student is age 10: start looking in the community for an adult doctor who has some experience with people with disabilities in order to set the groundwork for looking at options in moving their medical home from pediatrics to adult care; start to talk to the student about transition of care in order to begin the prep work of preparing the student and parent's mindset for self-determined adult independence; begin using self-determination questions with the student in order to get them involved in decision-making (i.e. Would you want a female or male/young or old/loud or quiet doctor? Tell me four words to describe a doctor that you would want.)

Post-secondary Transitional Elements to Consider

There is a wide array of post-secondary transitional elements to consider in planning for transitions to adulthood for students with disabilities. These categories involve various dynamics of life, including living, working, and playing. You can use “other” to customize this list or add notes. The following components are important post-secondary transitional elements to consider and address:¹⁻⁷⁷

- Interests and preferences of the student
- Physical activity/fitness/exercise opportunities
- Health and wellness
- Nutrition resources
- Recreation
- Leisure activities
- Social opportunities
- Social skills
- Relationships
 - including friends; romantic; family; work
- Community access
- Transportation
- Travel skills
- Employment opportunities
- Healthcare coverage and insurance
- Medical home primary care provider transition from pediatric to adult care
- Transition of all medical care providers from pediatric to adult care
- Living situations
 - including independent living or community living facilities
- Household management
- Cooking and meal preparation
- Financial management
 - including budgeting; bills; money handling
- Personnel management
 - including how to give caregiver direction; how to treat caregivers; caregiver payment; caregiver scheduling
- Equipment management
 - including who to call; how to get in touch with equipment maintenance personnel

- Safety and emergency planning
 - including security (locking the door, answering the door); first aid (kit, how to use, replacing supplies); evacuation; fire fighters; emergency medical personnel, smoke alarms; hospital (how to call an ambulance, when to call an ambulance); emergency list (essential numbers and addresses for reference); scenario planning (what to do if ...you hear a noise in the night; the ride-share driver takes you somewhere you didn't want to go; a stranger approaches you; you are being led into a dangerous situation)
- Dressing
- Toileting
- Eating
- Self-care, bathing, and hygiene
- Problem-solving skills
- Independent choices and decision-making
- Self-advocacy
- Self-determination²²
- Student involvement in Individualized Education Plan (IEP) goals to promote student-centered care²³
- Other:

Resources for Help with Post-secondary Transition Planning

There are a variety of useful online resources that can aid clinicians in addressing post-secondary transition planning for their students. You can use “other” to customize this list or add notes. Potential helpful resources include:²⁸⁻⁴²

- National Technical Assistance Center on Transition²⁸
<https://transitionta.org>
- National Center on Secondary Education and Transition²⁹
<http://www.ncset.org>
- National Alliance for Secondary Education and Transition³⁰
<http://www.nasetalliance.org/about/standards.htm>
- North Carolina Division on Career Development and Transition³¹
<http://ncdcdt.org>

- Transition Coalition: Assessment Reviews³²
https://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48
- Division on Career Development and Transition: Fast Fact Sheets³³
<https://community.cec.sped.org/dcdt/publications/fast-facts>
- Pediatric APTA: Transition Fact Sheet³⁴
[https://pediatricapta.org/includes/fact-sheets/pdfs/Transition Fact Sheet.pdf](https://pediatricapta.org/includes/fact-sheets/pdfs/Transition%20Fact%20Sheet.pdf)
- Seek Freaks: Predictors of Post-Secondary Outcomes³⁵
<https://www.seekfreaks.com/index.php/2017/04/04/18-predictors-of-postsecondary-outcomes-and-what-ots-pts-slps-can-do-now/>
- CDC: Whole School, Whole Community, Whole Child Model³⁶
<https://www.cdc.gov/healthyyouth/wscw/model.htm>
- CDC: Individuals with Disabilities Education Act (IDEA) Services³⁷
<https://www.cdc.gov/ncbddd/cp/treatment.html>
- Office of Disability Employment Office³⁸
<https://www.dol.gov/odep/topics/youth/>
- Public Schools of North Carolina State Board of Education Department of Public Instruction: Disability Resources³⁹
<https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities>
- Center for Parent Information and Resources: Transition to Adulthood⁴⁰
<https://www.parentcenterhub.org/transitionadult/>
- Zarrow Center for Learning Enrichment⁴¹
<http://www.ou.edu/education/centers-and-partnerships/zarrow>
- Got Transition⁴²
<https://www.gottransition.org/providers/index.cfm>
- Other:

Work Preparedness for Students with Disabilities

Incorporating Work Preparedness into Plans of Care

There is a need to consider functional evaluation and intervention related to work preparedness in order to enhance the futures of students with disabilities. The

tools provided in this guide can be used to draw focus on the student’s authentic interests and preferences, foster their capabilities, and optimize their opportunities as engaged members of the community. Remember that engagement can happen in a number of different ways and is self-determined by the student. This clinician resource guide should be used to inform practice and guide the incorporation of work preparedness and readiness into plans of care from an early age.

Therefore, clinicians can improve not just the current lives of the students as they help to cultivate accessibility and independence in the school setting, but also the future lives of students as they help to equip them up for meaningful post-secondary opportunities. Clinicians should seek to promote independence both in current setting and in the development of skills needed to foster independence in the future. Clinicians should help students thrive in safe and efficient access of their school and work environments and completing tasks, while also preparing them to grow into work opportunities as a part of functional transitional planning.

Compendium of Evaluation Checklists, Tools, and Measures

Please refer to the accompanying “Compendium of Evaluation Checklists, Tools, and Measures” document provided with these materials as a descriptive compendium to be used to inform physical therapy evaluation of students with disabilities related to work preparedness.

Work Preparedness Physical Therapy Interventions

Self-determined goals and planning should be used to inform long-term physical therapy plans of care for the student. Consider the student’s long-term goals based on interests and preferences, then work backwards down the chain to develop a timeline for working towards those goals. Interventions should also be informed by evaluation and assessment tools related to work preparedness. Specific, measurable, attainable, relevant, time-based (SMART) goals should be developed in coordination with interventions. You can use “other” to customize this list or add notes. The following interventions are important to consider and address related to work preparedness:¹⁻⁷⁷

- Interests and potential work/job desires^{18,24}
- Self-advocacy and self-determination training and promotion^{4,11,22,41}
- Responsibilities for household chores
- Responsibilities for classroom tasks
- Incorporating functional work-related tasks into common classroom activities

- Endurance and strength training
- Safety education and drills
- Skill-specific training related to life skills and job skills²⁵
- Activities of daily living training considering transitional elements
- Self-care training²⁶
- Practical work experience opportunities^{11,13,14,17,18,19,27}
- Work site visit for environmental adaptations and on-site trouble shooting
- Transportation training (i.e. how to use ride-share apps and practice with independent transportation)
- Collaboration with instructional staff, job coaches, supervisors, etc. to promote independence, consistent standards, high expectations, and feedback
- Fit4Work: Intervention and Exercise Programming³
Johnson C. Fit4Work: Fitness for Vocational Tasks for Youth with Disabilities: Second Edition.
- National Technical Assistance Center on Transition: Evidence-Based Practices⁴³
<https://transitionta.org/evidencepractices>
- Other:

Providing Further Resources

Collaborative Partners During Post-Secondary Transition

There are many members of the care team who should be collaboratively involved in post-secondary transition planning. All play valuable roles independently and working together as a team. You can use “other” to customize this list or add notes. The following collaborative partners are important to consider in building a post-secondary transition planning team:

- Primary care physician
- Specialists
- Nutritionist

- Mental health provider
- College advisor
- Career counselor
- Employment advisor
- Guidance counselor
- Social worker
- Local fitness trainer
- Vocational rehabilitation staff
- Physical therapist
- Occupational therapist
- Speech language pathologist
- Teacher
- Principal
- Peers
- Parents
- Individualized Education Plan teams
- Individualized Transition Plan teams
- Friends!
- Other:

Helpful Post-Secondary Transition Resources and Organizations

There are many excellent resources available to help provide post-secondary transition support to people with disabilities for establishing independence in managing employment, healthcare, money, independent living, households, recreation, health and wellness, and relationships. These resources offer online information, resources, and program opportunities. Often national organizations have local chapters that can provide further structured support. Support may include guides, resources, and programs related to work exploration, employment training, skills development, job placement, recreational programs, safety and accessibility tips, mental health services, criminal justice, legal options, special needs financial planning, travel, recreation, employment, post-secondary education, health and wellness, healthcare, volunteering, future planning, technology, assistive technology, disability resources, housing, community living options, empowerment resources, alliance groups, research, planning workbooks, person-centered planning, transition planning, and more. You can use “other” to

customize this list or add notes. Potential recommendations for resources, organizations, and support centers for post-secondary transition include:⁴⁴⁻⁷¹

- Easterseals⁴⁴
<https://www.easterseals.com/our-programs/>
- The Arc⁴⁵
<https://thearc.org/our-initiatives/>
- Thrive Center⁴⁶
<http://www.thrivectr.org/disability-youth-to-adult-resources>
- Mission Empower⁴⁷
<https://missionempower.org/resources/transition-to-adulthood/>
- I'm Determined⁴⁸
<http://www.imdetermined.org>
- The Youthhood⁴⁹
<http://www.youthhood.org/index.asp>
- A Life 4 Me⁵⁰
<http://www.alife4me.com>
- Pacer Center⁵¹
<https://www.pacer.org/students/transition-to-life/>
- Got Transition⁵²
<https://www.gottransition.org/index.cfm>
- Heath Resource Center at the National Youth Transitions Center⁵³
<https://www.heath.gwu.edu>
- Center on Transition Innovations⁵⁴
<https://centerontransition.org/index.html>
- Transition Services Liaison Project⁵⁵
<https://tslp.org>
- Health Transition Wisconsin⁵⁶
<https://healthtransitionwi.org>
- DO-IT: Disabilities, Opportunities, Internetworking, and Technology⁵⁷
<https://www.washington.edu/doi/>
- Center for Parent Information and Resources⁵⁸
<https://www.parentcenterhub.org/resourcelibrary/>
- Ability Magazine⁵⁹
<https://abilitymagazine.com>

- National Dissemination Center for Children with Disabilities⁶⁰
www.ncichy.org
- CP Daily Living⁶¹
<http://cpdailyliving.com>
- United Cerebral Palsy⁶²
<https://ucp.org/resource-guide/>
- American Academy for Cerebral Palsy and Developmental Medicine⁶³
<http://www.aacpdm.org>
- National Center for College Students with Disabilities⁶⁴
<http://www.nccsdonline.org>
- National Center on Secondary Education and Training⁶⁵
<http://ncset.org>
- Vocational Rehabilitation Service⁶⁶
<https://www.ncdhhs.gov/divisions/dvrs>
- Transcen Career and Workforce Development⁶⁷
<https://transcen.org>
- National Center on Workforce Disability/Adult⁶⁸
www.onestops.info
- National Collaborative on Workforce & Disability for Youth⁶⁹
www.ncwd-youth.info
- Association for Persons in Supported Employment⁷⁰
www.apse.org
- VCU Rehab. Research/Training Center on Work Supports & Job Retention⁷¹
www.worksupport.com
- Other:

Helpful Physical Activity Resources and Organizations

Physical therapists can also be helpful in providing resources related to physical activity opportunities including activity centers, recreational opportunities, sports teams, and more. You can use “other” to customize this list or add notes. Potential recommendations for resources, organizations, and opportunities include:⁷²⁻⁷⁷

- The YMCA⁷²
<https://www.ymca.net>
- National Center on Health, Physical Activity and Disability⁷³
<https://www.nchpad.org/>
- North Carolina State Parks⁷⁴
<https://www.ncparks.gov>
- Disabled Sports USA⁷⁵
<https://www.disabledsportsusa.org/sports/adaptive-sports/>
- Bridge2Sports⁷⁶
<https://www.bridge2sports.org>
- Special Olympics⁷⁷
<https://www.specialolympics.org>
- Other:

Helpful Resources and Organizations Reference Chart

This working reference chart provides a summary of programs and resources provided by various helpful organizations and groups. Use the sections to fill in information related to relevant organizations. The chart can then be presented as a categorical guide for students and families. The chosen resources should be personalized to the individual student.

Organization	Program/Resource Topics	Website
Easterseals ⁴⁴	<ul style="list-style-type: none"> - work exploration - employment training - skills development - job placement - recreational programs - safety and accessibility tips - mental health services 	https://www.easterseals.com/our-programs/

The Arc ⁴⁵	<ul style="list-style-type: none"> - criminal justice - employment - travel - education - health - volunteering - future planning - technology 	https://thearc.org/our-initiatives/
Thrive Center ⁴⁶	<ul style="list-style-type: none"> - transition alliance group - transition planning - empowerment resources - planning work book guides - community living options - employment information - legal options - person-centered planning - post-secondary education - recreation 	http://www.thrivectr.org/disability-youth-to-adult-resources
Mission Empower ⁴⁷	<ul style="list-style-type: none"> - employment - disability resources - special needs financial planning - school planning 	https://missionempower.org/resources/transition-to-adulthood/

Places to Find in Your Community

Many other resources should be found locally in your community. All suggestions and opportunities should be driven by student interests and typical family recreational behavior. You can use “other” to customize this list or add notes. The following categories are important to consider when exploring local community resources:

- Parks and recreation spaces (local parks and recreation departments often offer programs specifically for people with disabilities)
- Lakes and ponds (fishing, boating, kayaking, etc.)
- Rivers
- Community centers
- Activity centers

- Recreational centers
- Gyms
- Pools
- Tennis Courts
- Nature trails
- Walking, hiking, biking, or rollerblading paths
- National parks
- Skate parks
- Greenways
- Golf courses
- Campgrounds
- Specific fitness class studios (Yoga, Tai Kwando, etc.)
- Adaptive sports leagues
- Adaptive adventure programs
- Cooking classes
- Social programs
- Art programs
- Music programs
- Concert spaces
- Gardening classes
- Cooking classes
- Laser tag venues
- Specific hobby-related opportunities
- Libraries
- Other:

Community Resource Patient/Family Handout Template

This template can be used in collaboration with the student to help find activities of interest and personal transition resources. Together, use the sections to fill in information related to local community resources to explore. The chart can be used to help guide engagement in community activities and programs related to post-secondary transition. The chosen resources should be personalized to the individual student's unique interests, preferences, and common family recreational behavior. Examples for how to use the guide are demonstrated in italics.

Organization/ Program/ Place	Website/ Location	Contact Person	Specifics	Notes
Physical Activity and Recreation				
<i>Community Rec Center</i>	<i>Downtown</i>	<i>Elizabeth 919-222-1122</i>	<i>Tai Kwando on Mondays at 2 pm</i>	<i>Free membership, on bus route J</i>
<i>Bass Lake</i>	<i>www.basslake rec.com</i>	<i>Phoebe 919-222-1122</i>	<i>Kayaking, fishing</i>	<i>Closes at sunset</i>

Household Management

<i>Cooking Class</i>	<i>Bowl Avenue</i>	<i>Shelby 919-222-1122</i>	<i>Tuesdays at 4pm</i>	<i>\$10 per class</i>

Social and Leisure

<i>Shine Activity Center</i>	<i>Chatt Drive</i>	<i>Scout 919-222-1122</i>	<i>Community socials, Night to Shine Prom</i>	<i>Email listserv for updates</i>
<i>Public Library</i>	<i>Booker Street</i>	<i>Penelope 919-222-1122</i>	<i>Reading hour on Wednesdays at 11am</i>	<i>Free membership, computers</i>

Other				

References

1. Intervention for Youth Who Are in Transition from School to Adult Life. *Academy of Pediatric Physical Therapy*. <https://pediatricapta.org/includes/fact-sheets/pdfs/Transition%20Fact%20Sheet.pdf>. Accessed December 9, 2019.
2. National Technical Assistance Center on Transition. <https://transitionta.org>. Accessed April 17, 2020.
3. Johnson C. *Fit4Work: Fitness for Vocational Tasks for Youth with Disabilities: Second Edition*. 2018. ISBN: 1722093382.
4. Test DW, Fowler CH, Richter SM, et al. Evidence-Based Practices in Secondary Transition. *Career Development for Exceptional Individuals*. 2009;32:115-128.
5. McManus MA, Pollack LR, Cooley WC, McAlliser JW, Lotstein D, Strickland B, and Mann MY. Current Status of Transition Preparation Among Youth with Special Needs in the United States. *Pediatrics*. 2013. 131(6): 1089- 1097.
6. Blackman JA, Conaway MR. Adolescents With Cerebral Palsy: Transitioning to Adult Health Care Services. *Clinical Pediatrics*. 2014;53:356-363.
7. Gabriel P, McManus M, Rogers K, White P. Outcome Evidence for Structured Pediatric to Adult Health Care Transition Interventions: A Systematic Review. *The Journal of Pediatrics*. 2017;188:263-269.e15.
7. Crowley R, Wolfe I, Lock K, McKee M. Improving the transition between paediatric and adult healthcare: a systematic review. *Archives of Disease in Childhood*. 2011;96:548-553.
9. Hartman LR, McPherson AC, Maxwell J, Lindsay S. Exploring the ICF-CY as a framework to inform transition programs from pediatric to adult healthcare. *Developmental Neurorehabilitation*. 2018;21:312-325.
10. Transition from children's to adults' services for young people using health or social care services NICE guideline – National Institute for Health Care and Excellence. <https://www.nice.org.uk/guidance/ng43>. Accessed December 9, 2019.
11. Pacha JK. *The Effects of Structured Work Experience on the Work-Readiness Skills of Students with Disabilities*. ProQuest LLC; 2013.

12. Lindsay S, McDougall C, Sanford R, Menna-Dack D, Kingsnorth S, Adams T. Exploring employment readiness through mock job interview and workplace role-play exercises: comparing youth with physical disabilities to their typically developing peers. *Disability and Rehabilitation*. 2015;37:1651-1663. (1)
13. Schmidt MA, Smith DL. Individuals with disabilities perceptions on preparedness for the workforce and factors that limit employment. *Work*. 2007;28:13-21.
14. Lindstrom L, Doren B, Miesch J. Waging a Living: Career Development and Long-Term Employment Outcomes for Young Adults with Disabilities. *Exceptional Children*. 2011;77:423-434.
15. Young NL. The Transition to Adulthood for Children With Cerebral Palsy: What Do We Know About Their Health Care Needs? *Journal of Pediatric Orthopaedics*. 2007;27:476-479.
16. Guy BA, Sitlington PL, Larsen MD, Frank AR. What are high schools offering as preparation for employment? *Career development for exceptional individuals*. 2009;32:30-41.
17. Sabbatino ED, Macrine SL. Start on Success: A Model Transition Program for High School Students With Disabilities. *Preventing School Failure: Alternative Education for Children and Youth*. 2007;52:33-39.
18. Phelps LA, Hanley-Maxwell C. School-to-Work Transitions for Youth With Disabilities: A Review of Outcomes and Practices. *Review of Educational Research*. 1997;67:197-226.
19. Lindsay S, Adams T, McDougall C, Sanford R. Skill development in an employment-training program for adolescents with disabilities. *Disability and Rehabilitation*. 2012;34:228-237.
20. Lindsay S, McDougall C, Menna-Dack D, Sanford R, Adams T. An ecological approach to understanding barriers to employment for youth with disabilities compared to their typically developing peers: views of youth, employers, and job counselors. *Disability & Rehabilitation*. 2015;37:701-711. (2)
21. Jans LH, Jans LH, Kaye HS, Kaye HS, Jones EC, Jones EC. Getting Hired: Successfully Employed People with Disabilities Offer Advice on Disclosure,

Interviewing, and Job Search. *Journal of Occupational Rehabilitation*. 2012;22:155-165.

22. Using the Self-Determined Learning Model of Instruction to Teach Goal Attainment. *NTACT*.

https://transitionta.org/system/files/resourcetrees/PD_SDLMI_Goal_1.pdf.

Accessed April 17, 2020.

23. Using Published Curricula to Teach Student Involvement in the Individualized Education Program (IEP) Meeting. *NTACT*.

https://transitionta.org/system/files/resourcetrees/PD_pubgoals_0.pdf. Accessed

April 17, 2020.

24. Age Appropriate Transition Assessment. *NCDCDT*.

http://ncdcdt.org/wp/wordpress/wp-content/uploads/2011/05/DCDT_Fact_Sheet_age_appropriate_Transition_Assessment.NSTTAC.pdf.

Accessed April 17, 2020.

25. Using Response Prompting to Teach Employment Skills. *NTACT*.

<https://transitionta.org/system/files/resourcetrees/PD%20Using%20Response%20Prompting%20to%20Teach%20Employment%20Skills%202020.pdf>. Accessed

April 17, 2020.

26. Self-Care Skills Correlated with Improved Education, Employment, and Independent Living Outcomes. *NTACT*.

https://transitionta.org/system/files/resourcetrees/PD_Self_Predictor_2015.pdf?file=1&type=node&id=682.

Accessed April 17, 2020.

27. Paid Work Correlated with Improved Education, Employment, and Independent Living Outcomes. *NTACT*.

https://www.transitionta.org/system/files/resourcetrees/PD_PW_Predictor_2015.pdf?file=1&type=node&id=672. Accessed April 17, 2020.

28. National Technical Assistance Center on Transition. <https://transitionta.org>.

Accessed April 17, 2020.

29. National Center on Secondary Education and Transition. <http://www.ncset.org>.

Accessed April 17, 2020.

30. National Alliance for Secondary Education and Transition.

<http://www.nasetalliance.org/about/standards.htm>. Accessed April 17, 2020.

31. North Carolina Division on Career Development and Transition. <http://ncdcdt.org>. Accessed April 17, 2020.
32. Transition Coalition: Assessment Reviews. https://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48. Accessed April 17, 2020.
33. Division on Career Development and Transition: Fast Fact Sheets. <https://community.cec.sped.org/dcdt/publications/fast-facts>. Accessed April 17, 2020.
34. Pediatric APTA: Transition Fact Sheet. [https://pediatricapta.org/includes/fact-sheets/pdfs/Transition Fact Sheet.pdf](https://pediatricapta.org/includes/fact-sheets/pdfs/Transition%20Fact%20Sheet.pdf). Accessed April 17, 2020.
35. Seek Freaks: Predictors of Post-Secondary Outcomes. <https://www.seekfreaks.com/index.php/2017/04/04/18-predictors-of-postsecondary-outcomes-and-what-ots-pts-slps-can-do-now/>. Accessed April 17, 2020.
36. CDC: Whole School, Whole Community, Whole Child Model. <https://www.cdc.gov/healthyyouth/wscw/model.htm>. Accessed April 17, 2020.
37. CDC: Individuals with Disabilities Education Act (IDEA) Services. <https://www.cdc.gov/ncbddd/cp/treatment.html>. Accessed April 17, 2020.
38. Office of Disability Employment Office. <https://www.dol.gov/odep/topics/youth/>. Accessed April 17, 2020.
39. Public Schools of North Carolina State Board of Education Department of Public Instruction: Disability Resources. <https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities>. Accessed April 17, 2020.
40. Center for Parent Information and Resources: Transition to Adulthood. <https://www.parentcenterhub.org/transitionadult/>. Accessed April 17, 2020.
41. Zarrow Center for Learning Enrichment. <http://www.ou.edu/education/centers-and-partnerships/zarrow>. Accessed April 17, 2020.
42. Got Transition. <https://www.gottransition.org/providers/index.cfm>. Accessed April 17, 2020.

43. National Technical Assistance Center on Transition: Evidence-Based Practices. <https://transitionta.org/evidencepractices>. Accessed April 17, 2020.
44. Easterseals. <https://www.easterseals.com/our-programs/>. Accessed April 17, 2020.
45. The Arc. <https://thearc.org/our-initiatives/>. Accessed April 17, 2020.
46. Thrive Center. <http://www.thrivectr.org/disability-youth-to-adult-resources>. Accessed April 17, 2020.
47. Mission Empower. <https://missionempower.org/resources/transition-to-adulthood/>. Accessed April 17, 2020.
48. I'm Determined. <http://www.imdetermined.org>. Accessed April 17, 2020.
49. The Youthhood. <http://www.youthhood.org/index.asp>. Accessed April 17, 2020.
50. A Life 4 Me. <http://www.alife4me.com>. Accessed April 17, 2020.
51. Pacer Center. <https://www.pacer.org/students/transition-to-life/>. Accessed April 17, 2020.
52. Got Transition. <https://www.gottransition.org/index.cfm>. Accessed April 17, 2020.
53. Heath Resource Center at the National Youth Transitions Center. <https://www.heath.gwu.edu>. Accessed April 17, 2020.
54. Center on Transition Innovations. <https://centerontransition.org/index.html>. Accessed April 17, 2020.
55. Transition Services Liaison Project. <https://tslp.org>. Accessed April 17, 2020.
56. Health Transition Wisconsin. <https://healthtransitionwi.org>. Accessed April 17, 2020.
57. DO-IT: Disabilities, Opportunities, Internetworking, and Technology. <https://www.washington.edu/doi/>. Accessed April 17, 2020.

58. Center for Parent Information and Resources. <https://www.parentcenterhub.org/resourcelibrary/>. Accessed April 17, 2020.
59. Ability Magazine. <https://abilitymagazine.com>. Accessed April 17, 2020.
60. National Dissemination Center for Children with Disabilities. www.ncichy.org. Accessed April 17, 2020.
61. CP Daily Living. <http://cpdailyliving.com>. Accessed April 17, 2020.
62. United Cerebral Palsy. <https://ucp.org/resource-guide/>. Accessed April 17, 2020.
63. American Academy for Cerebral Palsy and Developmental Medicine. <http://www.aacpdm.org>. Accessed April 17, 2020.
64. National Center for College Students with Disabilities. <http://www.nccsdonline.org>. Accessed April 17, 2020.
65. National Center on Secondary Education and Training. <http://ncset.org>. Accessed April 17, 2020.
66. Vocational Rehabilitation Service. <https://www.ncdhhs.gov/divisions/dvrs>. Accessed April 17, 2020.
67. Transcen Career and Workforce Development. <https://transcen.org>. Accessed April 17, 2020.
68. National Center on Workforce Disability/Adult. www.onestops.info. Accessed April 17, 2020.
69. National Collaborative on Workforce & Disability for Youth. www.ncwd-youth.info. Accessed April 17, 2020.
70. Association for Persons in Supported Employment. www.apse.org. Accessed April 17, 2020.
71. VCU Rehab. Research/Training Center on Work Supports & Job Retention. www.worksupport.com. Accessed April 17, 2020.
72. The YMCA. <https://www.ymca.net>. Accessed April 17, 2020.

73. National Center on Health, Physical Activity and Disability. <https://www.nchpad.org/>. Accessed April 17, 2020.
74. North Carolina State Parks. <https://www.ncparks.gov>. Accessed April 17, 2020.
75. Disabled Sports USA. <https://www.disabledsportsusa.org/sports/adaptive-sports/>. Accessed April 17, 2020.
76. BridgeIIISports. <https://www.bridge2sports.org>. Accessed April 17, 2020.
77. Special Olympics. <https://www.specialolympics.org>. Accessed April 17, 2020.