



TRANSITION DISCOVERIES: YOUTH DEVELOPMENT TOOLKIT

What's Included in this Toolkit?

This module contains a wealth of practice-focused resources that you can choose to use directly in aligning current transition planning efforts with the quality sub indicators within youth development, relationships, person and family directed planning and family engagement. Resources in this module include youth and parent toolkits, instructional and informational guides, lesson plans, assessments for youth, families and stakeholders, info briefs, fact sheets and relevant practitioner focused research.

How are These Materials Organized?

Materials are grouped according to the Quality Indicator and related sub-indicators covered in this module of this learning series. This resource toolkit begins with resources for the standards aligned to the learning modules in this series.

“Go to Resources”

- [National Technical Assistance on Transition \(NTACT\)](#) is the hub of technical assistance and evidence-based practices in secondary transition. [Center for Parent Information & Resources](#) is the national technical assistance center of the parent information and training centers.
- [PaTTAN](#) site includes many webinars, conference presentations and webinars on secondary transition.
- [PEAL Center](#) is the parent information and training center in Pennsylvania.
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Resources for National and State Standards

- The [Pennsylvania Career Education and Work Standards](#) - This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools' teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards.
- [CEC's Special Education Transition Specialist Professional Standards](#) - This website provides direct link to the standards as well as clear explanation of the process used to develop them and the implications for their use.

In order to easily navigate this toolkit, hyperlinks to each sub-indicator are embedded in the document.

[2. Youth Development](#)

[2.1. Self-Awareness](#)

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[2. Youth Development Evidence-Based Lesson Plans & Supporting Resources](#)

2. YOUTH DEVELOPMENT

<i>Resource</i>	<i>Source</i>	<i>Description</i>	<i>Link</i>
2.1. Self-Awareness			
The Age Appropriate Transition Assessment Toolkit	National Technical Assistance Center on Transition	<i>This toolkit includes the foundations of transition assessment, formal and informal instruments. Assessments can help youth learn about themselves and become more self-aware of their strengths, interests, preferences, values, etc.</i>	https://app.schoology.com/course/2044276399/materials/gp/2279725629
ME! Lessons for Teaching Self-Awareness & Self-Advocacy	Zarrow Center for Learning Enrichment at the University of Oklahoma	<i>This curriculum is focused on building self-determination skills, such as self-advocacy and self-awareness, have the potential to increase successful secondary and postsecondary outcomes for students with disabilities.</i>	http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy
Reflect: Self-Awareness	TeacherVision	<i>Help students develop the capacity to be reflective, thoughtful, mindful, and self-directed using the FutureFit resources collected under the “Reflect” domain. The self-awareness skills highlighted in this domain include good judgment, a positive attitude, the ability to self-regulate emotions, and the ability to take ownership of the individual and group learning process.</i>	https://www.teachervision.com/futurefit/reflect

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Resource	Source	Description	Link
Compassion & Self Compassion Video Lessons	The Compassion Project	<i>Before students can understand how to act more compassionately, they must first develop a foundational understanding of the concept. In this animated lesson, relatable characters introduce students to compassion. Following the whole-group experience, teachers can then lead a classroom discussion and activity or log into the digital platform where students individually or collectively apply learning in fun, digital activities.</i>	https://thecompassionproject.com/try-it-now/?utm_source=google&utm_medium=cpc&utm_campaign=1567069671&utm_term=teaching%20self%20awareness%20lesson%20plans&utm_content=295393677307&_bk=teaching%20self%20awareness%20lesson%20plans&_bt=295393677307&_bm=e&_bn=g&source=7010d00000xLHo&gclid=EAlaIQobChMI7IXLuNy15QIVAWKGCh3o0wGsEAMYAiAAEgliF_D_BwE
Getting to Know Me Curriculum	Northern Ireland Curriculum	<i>The main themes of this unit are building a sense of identity and on acceptance of self. The activities in this unit:</i> <ul style="list-style-type: none"> • <i>Promote active listening</i> • <i>Help children extend their social skills</i> • <i>Help children develop their confidence and</i> • <i>Encourage children to become more self-reliant and independent</i> 	http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit1.pdf

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Resource	Source	Description	Link
Self-Awareness Worksheets for Kids	Understood	<i>The worksheet for teens and tweens can help kids boost resilience, too, by learning from setbacks. It can also get them thinking about developing new strategies and tools for solving problems.</i>	https://www.understood.org/en/friends-feelings/empowering-your-child/self-awareness/download-self-awareness-worksheet-for-kids
2.2. Disability Awareness			
Disability Identity: A Conversation with AUCD's Andy Imparato and Rylin Rodgers	Children's Hospital of Philadelphia Policy Lab	<i>Disability is a political word that connects individuals to a diverse and vibrant movement. There is power in claiming an individual's full identity—we see and acknowledge that gender, race, sexual orientation and religion are parts of our whole selves and remain traits that can lead to discrimination or marginalization. In many settings, we now operate in a way that encourages individuals to bring and share their whole selves and with an understanding that all aspects of who we are contribute to our strengths and gifts.</i>	https://policylab.chop.edu/blog/disability-identity-conversation-aucds-andy-imparato-and-rylin-rodgers?fbclid=IwAR2uJOM0fLLsM6a6vvPvE93YzdzOHsfFQz5duimvYtoQpri9qgebk1P-k
Finding Ourselves: What we Know about Disability Identity Development	Dr. Forber-Pratt, Vanderbilt University	<i>Dr. Forber-Pratt does extensive research and provides resources on disability identify.</i>	https://notables.vkcsites.org/2017/07/finding-ourselves-what-we-know-about-disability-identity-development/

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<i>Resource</i>	<i>Source</i>	<i>Description</i>	<i>Link</i>
Disability Awareness	Center for Parent Information & Resources	Having information about disability awareness can be put to many different uses—from classroom instructional units, to Girl Scout information fairs, to school reports, to youth groups. The Center provides many valuable resources!	https://www.parentcenterhub.org/awareness/
National Collaborative on Workforce & Disability for Youth	The 411 on Disability Disclosure: A Workbook for Youth with Disabilities	This resource is geared directly toward youth with disabilities learning the ins and outs of disclosing their disability through information, guidance and additional resources.	http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/

2.3. Independent Living Skills Development

Skills to Pay the Bills "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success"	Dept. of Labor, Office of Disability Employment Policy	Skills to Pay the Bills is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities.	https://www.dol.gov/odep/topics/youth/softskills/
Independent Living Connections	Center for Parent Information & Resources	This resource page is designed to help you and yours take apart the concept of independent living, examine its many elements, and put the concept back together again with concrete plans and insight into what it takes to turn the concept into reality.	https://www.parentcenterhub.org/independent/

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Resource	Source	Description	Link
Independent Living	PACER Center	<i>Learning and practicing independent living skills is an important step to prepare yourself for your transition to adulthood. Someday youth may want to live in your own apartment, or you may want to rent a house with friends. They may want to manage your own health care and finances, or you may want help with these things. Wherever and however you picture yourself living someday, you can learn more about independent living skills by watching the videos in the collections.</i>	https://www.pacer.org/students/transition-to-life/independent-living.asp
Video Topic: Independent Living	PACER's National Parent Center on Transition and Employment	<i>This video series includes topics such as recreation and leisure, trusts and ABLE accounts, housing and voting.</i>	https://www.pacer.org/transition/video/topic.asp?se=Independent%20Living

2.4. Self-Determination Skills Development

Parent Toolkit: Fostering Self-Determination Among Children and Youth with Disabilities	Waisman Center, University of Wisconsin-Madison	<i>This toolkit includes information and strategies for parents to support choice making, decision making, problem solving, goal setting/planning, responsibility, self-advocacy and leadership skills, communication and social connections in their children and youth with disabilities.</i>	https://www2.waisman.wisc.edu/naturalsupports/pdfs/FosteringSelfDetermination.pdf
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Resource	Source	Description	Link
"What is Self-Determination and Why is it Important"	National Gateway to Self Determination	<i>The National Gateway to Self-Determination is a clearinghouse for resources, training, and information on promoting self-determination. This site provides a single access for self-advocates, professionals, policy-makers, families, and the general public on the current best practices and evidence-based activities in enhancing self-determination in the lives of people with intellectual and developmental disabilities. Stories, presented in pictures and narrative in the print product and via videos streamed online from which the print narrative and pictures are taken, provide information about the role of self-determination in their lives across multiple domains, including employment, independent living, self-advocacy, and health and recreation, and emphasize the importance of friendships, social capital, and social inclusion.</i>	http://www.ngsd.org/everyone/what-self-determination
Zarrow Center for Learning Enrichment	University of Oklahoma	<i>This online center has many self-determination assessment tools</i>	http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools

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“I’m Determined!	VA Dept. of Education	<i>The “I’m Determined project”, a state-directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.</i>	https://www.imdetermined.org
Using the Self Determined Learning Model	National Technical Assistance Center on Transition	<i>These two resources provide explain the well-tested evidence-based approach of using the Self Determined Learning Model to teach goal attainment and problem solving. The first link is a resource that details the evidence behind the practice, the best additional resources to learn about its implementation and a full review of the components of this model, including the different contexts and sequences in which they have been utilized. The second link provides a complete lesson plan with additional resource support!</i>	https://transitionta.org/system/files/resourcetrees/PD_SD_LMI_Goal_1.pdf?file=1&type=node&id=134 Lesson Plans: https://www.transitionta.org/system/files/resourcetrees/Using%20SDLMI%20to%20Teach%20Goal%20Setting%20and%20Problem-Solving_1.pdf

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Resource	Source	Description	Link
Using Self-Monitoring to Improve Accuracy and Productivity	National Technical Assistance Center on Transition	<i>This resource is a complete lesson plan with additional resource support to teach students self-monitoring strategies/behaviors to improve academic accuracy and productivity performance.</i>	https://www.transitionta.org/system/files/resourcetrees/Self-Monitoring%20to%20Improve%20Accuracy%20and%20Productivity%20-%20Lesson.pdf?file=1&type=node&id=217

2.5. Self-Management Skill Development

Resource	Source	Description	Link
Building Your Self-Management Skills	Youth Employment UK	<i>Self-management means taking responsibility for your own actions and doing things as well as you can. It shows you are able to organize yourself and offer your own ideas. The three key self-management skills covered on this site include initiative, organization, and accountability.</i>	https://www.youthemployment.org.uk/young-professional-training/self-management-skills-young-professional/

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<i>Resource</i>	<i>Source</i>	<i>Description</i>	<i>Link</i>
Self-Management	ACT Youth	<p><i>Social and Emotional Learning (SEL) enhances our ability to manage our feelings, thoughts, and behaviors in a variety of contexts. In this part of the SEL Toolkit, there are resources to help youth with the following:</i></p> <ul style="list-style-type: none"> • <i>Promote a growth mindset</i> • <i>Promote perseverance</i> • <i>Nurture motivation to learn</i> • <i>Facilitate goal setting</i> • <i>Facilitate emotion regulation</i> • <i>Integrate mindfulness practices</i> 	http://actforyouth.net/youth_development/professionals/sel/self-management.cfm
The State of LD: Social, Emotional and Behavioral Challenges	National Center for Learning Disabilities	<p>When schools fail to provide enough support for students, the social, emotional and behavioral challenges that often come along with learning and attention issues can lead to serious consequences. These include social isolation, disproportionate disciplinary rates and an increased likelihood of skipping school, dropping out and becoming involved with the criminal justice system. This site provides videos and a reflection of research and best practices.</p>	https://www.ncld.org/social-emotional-and-behavioral-challenges

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<i>Resource</i>	<i>Source</i>	<i>Description</i>	<i>Link</i>
2.6. Leadership Skill Development			
PYLN Tools & Resources	PA Youth Leadership Network (PYLN)	The mission of the PYLN is to coordinate a network that is led and driven by inclusive organizations of youth and young adults with and without disabilities across PA. PYLN promotes advocacy, self-determination, leadership, empowerment, & service learning in the areas of transition, employment, education, and community engagement.	This official site provides information about PYLN: http://pyln.org/ PYLN resources: https://www.pyln.org/pyln/resources/english

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Resource	Source	Description	Link
<p>Dept. of Labor, Office of Disability Employment Policy</p>	<p>Youth Development and Leadership</p>	<p><i>Youth Development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process. In order to control and direct their own lives based on informed decisions, all youth need the following:</i></p> <ul style="list-style-type: none"> • <i>Mentoring activities designed to establish strong relationships with adults through formal and informal settings</i> • <i>Peer-to-peer mentoring opportunities</i> • <i>Exposure to role models in a variety of contexts</i> • <i>Training in skills such as self-advocacy and conflict resolution</i> • <i>Exposure to personal leadership and youth development activities, including community service, and</i> • <i>Opportunities that allow youth to exercise leadership and build self-esteem.</i> <p><i>This site provides many links to youth development and leadership resources!</i></p>	<p>https://www.dol.gov/odep/categories/youth/youth.htm</p>

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Resource	Source	Description	Link
<p>By Youth, For Youth - Youth Leadership Resources</p>	<p>Kids as Self Advocates</p>	<p><i>Kids As Self Advocates (KASA) is a national, grassroots project created by youth with disabilities for youth. We are teens and young adults with disabilities speaking out. KASA knows youth can make choices and advocate for themselves if they have the information and support they need.</i></p> <p><i>We are leaders in our communities, and we help spread helpful, positive information among our peers to increase knowledge around various issues. We also help health care professionals, policymakers and other adults in our communities understand what it is like to live our lives and we participate in discussions about how to help each other succeed.</i></p> <p>The site is filled with many resources!</p>	<p>https://www.fvkasa.org/index.php</p>

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Resource	Source	Description	Link
Youth Power!	Youth Power	<p><i>It is our mission to empower youth to reach their full potential by using a Positive Youth Development (PYD) approach. By engaging youth, their families, communities, and governments in innovative programs, we build young people's skills, assets, and competencies; foster healthy relationships; strengthen the enabling environment; and transform systems.</i></p> <p><i>This is an international movement and the site provides many opportunities to engage youth.</i></p>	https://www.youthpower.org/
Youth Leadership Forms	Dept. of Labor, Office of Disability Employment	<p><i>The Youth Leadership Forum for Students with Disabilities (YLF) is a unique career leadership training program for high school juniors and seniors with disabilities. By serving as delegates from their communities at a four-day event in their state capital, young people with disabilities cultivate leadership, citizenship, and social skills.</i></p> <p><i>Learn more about this program model.</i></p>	https://www.dol.gov/odep/programs/ylf.htm
Youth with Disabilities: Advocacy & Leadership Development	Mid-Atlantic ADA Center	<p><i>The Center provides a list of resources focused on advocacy and youth leadership. Gather additional resources by visiting the resources websites linked on this page.</i></p>	https://www.adainfo.org/content/youth-advocacy-leadership

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Resource	Source	Description	Link
Youth Leadership Toolkit	Independent Living Resource Utilization (ILRU)	<i>This toolkit includes many resources to develop youth leadership initiatives, with a focus on engaging centers for independent living.</i>	https://www.ilru.org/youth-leadership-toolkit
Expanding CIL Capacity Through Youth-Driven Transition Services	Independent Living Resource Utilization (ILRU)	<i>Centers for independent living are unique in their abilities to facilitate the successful transition of young adults with disabilities. CILs are managed and staffed by a majority of individuals with disabilities and are positioned to provide core services to ensure that youth have the choices, advocacy, peer support, and independent living skills needed to transition to adult life and to leadership within the Independent Living movement. This publication could provide ideas about building partnerships with CILs to create youth development and leadership programs.</i>	https://www.ilru.org/sites/default/files/Youth%20Transition%20Manual_May%202018%20REVISED.pdf
Youth Webinar #1: Get the Picture	National Community of Practice (CoP) on Transition	<i>This is a webinar series of youth messages to shift our paradigm to a youth-led, youth-driven model of practice. The series is created by youth, for youth but also has great impact on families and professionals because of hearing key messages through youth stories.</i>	Webinar Recording – https://www.youtube.com/watch?v=Pr9MKIOomBY
Youth Webinar #2: Get in the Picture	National Community of Practice (CoP) on Transition	<i>Same</i>	Webinar Recording – https://www.youtube.com/watch?v=FISuSTutDYc

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Resource	Source	Description	Link
Youth Webinar #3: Change the Picture	National Community of Practice (CoP) on Transition	<i>Same</i>	Webinar Recording – https://www.youtube.com/watch?v=6D63OAUReE
The Truth About Growing Up Disabled Dylan Alcott	TEDxYouth@Sydney	<i>Dylan Alcott wasn't always a Paralympic champion. He grew up disabled, but it might not be what you think. In this engaging and funny talk, Dylan tells us what it's really like growing up with a disability.</i>	https://youtu.be/tvNOzJ7x8qQ
The Right to Your Graduation	Rooted In Rights	<i>Are you a student with a disability ready to graduate, but worried your school will segregate you from your own ceremony? Our Storytellers Coordinator and recent college graduate, Cuquis Robledo, gives tips from her own graduation experience to make sure you participate at your commencement.</i>	https://youtu.be/D4YaK850D4g
Speaking Up as a Young Person with Disability	Youth Disability Advocacy Service	<i>Listen to youth stories about the importance of speaking up for yourself.</i>	https://youtu.be/qUP4pMj0i-Q
Kid President How to Change The World (a work in progress)	Soul Pancake	<i>In today's adventure, Kid President explores people's different ideas about how to make the world better. What do you think is the best way to change the world?</i>	https://youtu.be/4z7gDsSKUmU

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Being Young and Making an Impact	Natalie Warne	<i>Speaks to the importance of youth engagement to impact change.</i>	https://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact?language=en
Disability Conversation – Ben Myers	TedxOStateU	<i>Ben Myers is a freshman studying computer science. Born with a rare birth defect called Moebius Syndrome, he has been teaching disability advocacy for seven years. Coming from the Dallas area, Ben says he is proud to say that he ditched those Cowboys for the right ones. He enjoys puns and, due to his short arms, T-rex jokes.</i>	https://www.youtube.com/watch?v=cclAqPjwKcY
I'm Not Your Inspiration Thank You Very Much – Stella Young	Ted	<i>Speaks to the importance of recognizing that achieving life goals by people with disabilities is NOT inspiration.</i>	https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en
It's Just Us: Taking a Stand While Sitting Down	It's Our Story	<i>This video highlights the importance of disability history.</i>	https://vimeo.com/9221290
What are your goals, motivational video	Mulligan Brothers	<i>This motivation video highlights the importance of setting goals.</i>	https://youtu.be/DNITe9snHqA
SMART goals	Brella	<i>This motivation video highlights the importance of setting SMART goals.</i>	https://youtu.be/k-9vqTcxkLI

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Resource	Source	Description	Link
Google Impact Challenge: Disabilities ADA 25th Anniversary	Google	<i>This video provides an excellent recap of the disability rights movement and the impact of the Americans with Disabilities Act (ADA).</i>	https://youtu.be/o3mqgrmKz7s
2.7. Youth Engagement in Transition Planning			
Student Involvement in the IEP	I'm Determined	<i>The Individualized Education Program (IEP) is a legal document developed by the student, teachers, administrators, parents and other team members. The IEP helps students with disabilities to reach their goals. According to the Individuals with Disabilities Education Act 2004, the IEP must focus on the student's preferences, interests, needs, and strengths. All students, regardless of age or disability, can be involved in the development of their own IEP.</i>	https://www.imdetermined.org/quick-links/student-involvement/
Nine First Steps to Student-Led IEPs	Inclusion Lab, Brookes Publishing Company	<i>When students take an active role in developing their own IEPs, the results can be amazing. Studies show that student-directed IEPs are associated with higher academic achievement, better communication and self-advocacy skills, and stronger motivation for students with disabilities. These steps can help you think through the process.</i>	https://blog.brookespublishing.com/9-first-steps-to-student-directed-ieps/

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Resource	Source	Description	Link
Self-Directed IEP Lesson Plans	Zarrow Center for Learning Enrichment at the University of Oklahoma	<i>The Self-Directed IEP contains 11 sequential lessons that typically take six to ten 45-minute sessions to teach. Lessons may be taught in a resource room, study skills class, or other settings. To teach students who are fully included in general education classes, teachers may choose to meet students during study skills or similar class. Some teachers hold an IEP Leadership retreat day to teach students the Self-Directed IEP skills.</i>	http://www.ou.edu/education/centers-and-partnerships/zarrow/choice-maker-curriculum/self-directed-iep
Student-Focused Planning Lesson Plans	National Technical Assistance on Transition (NTACT)	<p><i>Student-Focused Planning – lesson plans associated with SFP (student involvement in the IEP)</i></p> <ul style="list-style-type: none"> • <i>Using the Self-Advocacy Strategy (1) to Teach IEP Meeting Participation</i> • <i>Using the Self- Advocacy Strategy (2) to Teach IEP Meeting Participation</i> • <i>Using Self-Advocacy Strategy (3) to Teach IEP Meetings Participation</i> • <i>Using ChoiceMaker Self-Directed IEP to Teach IEP Meeting Participation</i> • <i>Using Person-Centered Planning to Teach IEP Meeting Involvement</i> 	https://transitionta.org/system/files/lessonplans/LP%20Library_Update_August2018%20%281%29.pdf?file=1&type=node&id=1281

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<i>Resource</i>	<i>Source</i>	<i>Description</i>	<i>Link</i>
2.8. Significant Role of Adult			
The Important Role Non-Parental Adults Have with Youth Learning Leadership	Journal of Extension	<i>Adults have a significant influence on the lives of young people. Qualities to look for in finding successful mentors are identified. The role that non-parental adults play in establishing leadership opportunities is explored. Recommendations are made for creating positive relationships with youth.</i>	https://www.joe.org/joe/2010october/tt4.php
Building Effective Youth-Adult Partnerships	Advocates for Youth	<i>A true partnership is one in which each party has the opportunity to make suggestions and decisions and in which the contribution of each is recognized and valued. A youth-adult partnership is one in which adults work in full partnership with young people on issues facing youth and/or on programs and policies affecting youth.</i>	https://advocatesforyouth.org/resources/fact-sheets/building-effective-youth-adult-partnerships/
Positive Connections with Supportive People	Dept. of Health & Human Services	<i>“Adolescents thrive in safe, stable, and nurturing relationships with supportive adults, whether those are parents, coaches, neighbors, grandparents, teachers, program leaders, or mentors.</i>	https://www.hhs.gov/ash/oah/sites/default/files/essentialresearch1-positiveconnections.pdf

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<i>Resource</i>	<i>Source</i>	<i>Description</i>	<i>Link</i>
The Center for Evidence-Based Mentoring	Mentor: The National Mentoring Partnerships	<i>Evaluations of youth mentoring programs have provided evidence that high-quality, enduring relationships can lead to a range of positive outcomes for the young people involved. Likewise, researchers have deciphered some of the conditions under which youth mentoring is most effective, as well as the types of volunteers, young people and activities that are associated with positive developmental outcomes.</i>	https://www.mentoring.org/program-resources/the-center-for-evidence-based-mentoring/

Youth Development Evidence-Based Lesson Plans and Practice Descriptions, NTACT

You may be required to create a free account to view these excellent resources.

- [Using Self-Management Instruction to Teach Math](#)
- [Using Self-Monitoring to Teach Reading](#)
- [Using Self-management instruction to Teach Job Specific Skills](#)
- [Using Self-Management to Teach Social Skills](#)
- [Using Self-Management to Teach Game Related Social Skills](#)
- [Using Self-Monitoring to Teach Functional Life Skills](#)
- [Using Self-Monitoring to Teach Decision Making for Leisure Activities](#)
- [Using ChoiceMaker Self-Directed IEP to Teach IEP Meeting Participation](#)
- [Using Community Based Instruction to Teach Community Integration Skills](#)
- [Using Self-Advocacy Strategy \(3\) to Teach IEP Meetings Participation](#)
- [Using the Self-Advocacy Strategy \(1\) to Teach IEP Meeting Participation](#)
- [Using Self-Advocacy Strategy \(2\) to Teach IEP Meeting Participation](#)
- [Using Person-Centered Planning to Teach IEP Meeting Involvement](#)
- [Using Check and Connect to Promote Student Participation in the IEP Meeting](#)

Youth Development: Additional Lesson Plans, NTACT

Lesson Plans: Functional Life Skills

- [Using Backward Chaining to Teach Functional Life Skills](#)
- [Using Forward Chaining to Teach Functional Life Skills](#)
- [Using Total Task Chaining to Teach Functional Life Skills](#)
- [Using Constant Time Delay to Teach Functional Life Skills](#)
- [Using Progressive Time Delay to Teach Functional Life Skills](#)
- [Using Simultaneous Prompting to Teach Functional Skills](#)
- [Using a System of Most-to-Least Prompts to Teach Functional Life Skills](#)
- [Using a System of Least-to-Most Prompts to Teach Functional Life Skills](#)
- [Using Response Prompting to Teach Laundry Tasks](#)
- [Using Simultaneous Prompting to Teach Opening a Locker](#)
- [Using a System of Least-to-Most Prompts to Teach Communication Skills](#)
- [Using Video Modeling to Teach Fine Motor Tasks](#)

Lesson Plans: Functional Life Skills

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- [Using a System of Least-to-Most Prompts to Teach Communication Skills](#)
- [Using Video Modeling to Teach Fine Motor Tasks](#)

Lesson Plans: Food Preparation & Planning

- [Using Computer-Assisted Instruction to Teach Food Preparation and Cooking Skills](#)
- [Using Computer-Assisted Instruction to Teach Grocery Shopping Skills](#)
- [Using Computer Based Instruction to Teach Grocery Shopping](#)
- [Using a System of Least- to-Most Prompts to Teach Grocery Shopping Skills](#)
- [Using a System of Least-to-Most Prompts to Teach Food Preparation and Cooking Skills](#)
- [Using Least to Most Prompting to Teach Meal Planning](#)
- [Using Response Prompting to Teach Food Preparation and Cooking Skills](#)
- [Using Response Prompting to Teach Grocery Shopping Skills](#)
- [Cooking with Video Recipes](#)
- [Using a System of Least- to-Most Prompts to Teach Grocery Shopping Skills](#)
- [Using Video Modeling to Teach Food Preparation Skills](#)
- [Using Constant Time Delay Life Skills to Teach Making Dessert Drinks](#)
- [Using Least to Most Prompting to Teach Meal Planning](#)

Lesson Plans: Safety Skills

- [Teach Crossing the Street](#)
- [Using a System of Least-to-Most Prompts to Teach Safety Skills](#)
- [Using Progressive Time Delay to Teach Safety Skills](#)
- [Using Community Based Instruction to Teach Safety Skills](#)
- [Using Backward Chaining to Teach First-aid Safety Skills](#)
- [Using Video Modeling to Teach Fire Safety and Cooking](#)
- [Using Backward Chaining to Teach First-aid Safety Skills](#)