

**Coherence and Compliance of Kohler's Model for
Successful Transition Planning with Classified Special
Education Students**

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Chapter I

Purpose of the Study

The purpose of this study was to determine in two selected districts if the Kohler model was being utilized to effectively implement and comply with New York State Standards for Transition planning requirements. The researchers explored if the schools Transition planning process includes coherence and compliance with the Kohler model. In addition the researcher identified evidence where disconnects in the process may have occurred. This study involved research and review of archival transition planning documents currently utilized in special education programs. The researcher used these archival documents to identify patterns, themes and discrepancies of the Kohler model as a framework for determining successful transition planning.

Introduction

The Individuals with Disabilities Education Act (IDEA, 1990) is a federal special education legislation that provides the provision of free and appropriate public education services to students with disabilities. The Individuals with Disabilities Act, along with New York state laws and regulations, has required school districts to

provide Transition planning and services to New York State's approximately 140,000 secondary students with disabilities who are between the ages of 15 and 21. In 2004, the phrase *further education* and the emphasis on *effective transition services* was added.

Transition services means a coordinated set of activities for a child with a disability that (1) is designed to be results oriented, in terms of improving the academic and functional achievement of the individual and facilitating the child's movement from school to post-School Activities; (2) is based on the child's needs; and (3) includes the development of employment and other post-School Adult living objectives (Appendix A, IDEA, 2004).

In New York State, transition services are required to be part of a student's Individualized Education Plan (I.E.P.) that goes into effect at age 12 years as a career assessment known as a Level One Assessment. A Level 1 Career Assessment is a useful tool for educators and students. A properly performed career assessment ensures that a student's interests and abilities are incorporated into the career decision making process. As a result, student success in an

employment or post secondary setting is enhanced. The Level 1 Career Assessment was introduced in New York State in 1989 and incorporated into New York State Part 200 Education regulations in 1993. The Level 1 Career Assessment, which is mandatory for all students who are classified, is the structured collection of information that begins in middle school. Besides asking work skills questions that may be answered by existing information in student files, the process obtains information from key individuals, especially the student. This team, consisting of students, families and schools can begin to examine educational program and career options. This can ensure that students are exposed to enough information to make a real career choice that meets the student's needs, preferences and abilities (Appendix B, NYSED, 2010).

Problem Statement

Commonly faced issues for students nearing graduation include pursuing vocational training or academic education, getting a job, and living independently. In the case with students with disabilities, the choices may be more complex and require a great deal of planning. Special education students are graduating high school with documentation on the completion of transition planning. Student

outcomes, however, have not been effectively evaluated.

Stakeholders' perceptions of the evaluation of student outcomes often fail to meet the goals of written post secondary transition planning in terms of successfully transitioning students into society. This research addresses this concern and examines whether transition planning with classified special education students being implemented in accordance with the Kohler model for successful Transition planning?

Research Questions

The fundamental research question addressed by this study is listed below,

In what ways does the facility-based implementation of transition planning for developing post graduate options with special needs secondary students align with Kohler's model for successful transition planning?

Given this fundamental question, the researchers focused on the ancillary questions to drive the research. The questions are listed below.

1. What are the respondent's perceptions of student development implementation in the transition planning process?

2. What are the respondent's perceptions of family involvement implementation in the transition planning process?
3. What are the respondent's perceptions of program structure implementation in the transition planning process?
4. What are the respondent's perceptions of interagency collaboration implementation in the transition planning process?
5. What are the respondent's perceptions of student-focused planning implementation in the transition planning process?

Significance of the Study

The significance of the following collaborative study is to explore how the system put forth by IDEA regarding Transition planning services functions as an effective cohesive unit to promote postgraduate employment.

These parallel studies conducted by Angela Aiello and John Karahalidis were an analysis of the transition planning process at two different high school special class academic programs in Suffolk County, New York. Throughout this study the researchers displayed mutual chapters 1, 2 and 3 in order to develop a common frame of reference for the conduct of the two separate, but collaborative,

studies. This collaborative work reflects their mutual interest in the successful delivery of transition planning for special needs students. In Chapter 4, the researchers present their collective and individual data from their particular school of study.

Pertinent Terminology

The following terms are provided to ensure uniformity and comprehension of the language used throughout the study. The researchers developed all definitions not accompanied by a citation.

- Transition planning- The formalized way to assure that students with disabilities are prepared while still in high school for post- school learning, independent living and employment success.
- Individualized Education Plan (IEP) - An educational team generated document in effect for the school year during which the student turns 5. The plan is updated annually.
- Supported Employment- Support services for persons with substantial disabilities support services designed to assist integration in competitive employment.

- Vocational and Educational Services for Individuals with Disabilities (VESID)- Service providers role is to assist the student with disabilities to obtain an employment outcome in the most integrated employment setting consistent with the individual's unique employment factors including: strengths, resources, priorities, abilities, capabilities, career interests and informed choice.
(www.vesid.nysed.gov)
- Regents & Local Diplomas - In order for a student to obtain a local diploma, he/she must earn 22 credits and pass all Regents or RCT state exams. Credits are earned in each class by passing with a minimal grade of 65 (for Regents credit) and a 55 (for Local credit). This diploma will enable a student to go to any 2 or 4 year college that will accept him.
- IEP Diploma - Unlike other diplomas in the state of New York, this diploma is not based on credits. Instead, it is earned by achieving the goals that the teacher, student, and family have put together in the student's individualized plan. These goals are based on a student's

individual needs such as improving reading skills and/or obtaining job skills. This diploma is not accepted at any 4 year colleges and only a few 2 year colleges. A student may receive an IEP Diploma after 4 years of high school or the student may elect to stay until he/she reaches the age of 21. Should the student obtain an IEP Diploma prior to age 21, the student may return to school to work toward a Regents or Local diploma.

New York State recognizes several positive and negative factors regarding high school diploma options. Below are charts illustrating the diploma factors (NYSED, 2010).

Figure 1.1 Positive and Negative Factors Regarding of New York State High School Diploma Options

Local / Regents Diploma	
Positive	Negative
A Diploma signifies that the student has earned the required 22 credits and passed all New York State Exams.	Students with disabilities, even with adequate school support, might be unable to pass certain required subjects or state exams.
This diploma enables students to be eligible to attend any 2 or 4 year college that will accept him/her.	The courses and exams are difficult to pass. After several attempts of trying and not succeeding, a student may become frustrated and dropout. Students can age out of School Before they complete all of their

	requirements.
Recognized by the military	No guarantee of graduation

IEP Diploma	
Positive	Negative
Can be accomplished in 4 years or longer	This diploma is NOT a regular, NYS Diploma; no credits are being earned
Can attend some 2 year colleges and/or may be accepted as a Non-diploma candidate.	Many 2 year colleges will not accept an IEP Diploma. The military does not recognize an IEP Diploma. No 4 year college will accept an IEP Diploma.
A good alternative for a student if they are unable to achieve credits or if wants to gain experience in a trade or job while in school.	

- Disabilities- New York State recognizes the following specific disabilities as eligible for Transition Services (NYSED 2010, Appendix C):

Autism & Asperser's Syndrome
 Deaf-Blindness
 Deafness
 Emotional Disturbance
 Hearing Impairment
 Learning Disabilities
 Mental Retardation
 Multiple Disabilities
 Orthopedic Impairment
 Other Health Impairment
 Speech or Language Impairment
 Traumatic Brain Injury

Visual Impairments including Blindness

Limitations

Each researcher will be limited to the special class population of a single specific school district. No claim is made that either of these districts is representative of other districts in the state. For purposes of this study, the subjects will be limited to individuals who are classified as Emotionally Disturbed, Learning Disabled or Other Health Impaired.

Chapter II

LITERATURE REVIEW

BACKGROUND ON SPECIAL EDUCATION LAW

Under the U.S. Constitution, education is not a fundamental right of the citizens of the United States. The 10th Amendment to the Constitution provides that “powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States.” As a result, each state bears the responsibility to provide appropriate education for students.

In 1954, the U.S. Supreme Court ruled in the case of *Brown v. Board of Education* that separate educational facilities for racial minority children were “inherently unequal.” As a result of this ruling, states could not limit access to particular schools based on race. Parents of children with disabilities filed lawsuits using the identical argument.

The first federal law addressing children with disabilities was enacted in 1965 as Public Law 89-313 which established grant programs for state-run schools and institutions for children with disabilities.

Finally, in 1975 Public Law 94-142 required that schools provide access to a free and appropriate public education that is provided in the least restrictive environment. In 1990, the first public law that referred to IDEA mandated transition services for all students with disabilities. In addition, autism and traumatic brain injury were added as disability conditions.

In 2001, Public Law 107-110, more commonly known as the No Child Left Behind Act, was enacted. In Section 4 entitled Transition following was amended and implemented.

(a) MULTI-YEAR AWARDS- Except as otherwise provided in this Act, the recipient of a multi-year award under the Elementary and Secondary Education Act of 1965, as that Act was in effect prior to the date of enactment of this Act, shall continue to receive funds in accordance with the terms of that award, except that no additional funds may be awarded after September 30, 2002.

(b) PLANNING AND TRANSITION- Notwithstanding any other provision of law, a recipient of funds under the Elementary and Secondary Education Act of 1965, as that Act was in effect prior to the date of enactment of this Act, may use funds available to

the recipient under that predecessor authority to carry out necessary and reasonable planning and transition activities in order to ensure an orderly implementation of programs authorized by this Act, and the amendments made by this Act.

(c) ORDERLY TRANSITION- The Secretary shall take such steps as are necessary to provide for the orderly transition to, and implementation of, programs authorized by this Act, and by the amendments made by this Act, from programs authorized by the Elementary and Secondary Education Act of 1965, as that Act was in effect prior to the date of enactment of this Act.

In 2004, Public Law 108-446 became known as the Individuals with Disabilities Education Improvement Act which was an amendment and reauthorization of IDEA. In referencing directly transition planning, Public Law 108-446, part D of the National Activities to Improve Education of Children with Disabilities section 650 Congress cited the following:

(1) The Federal Government has an ongoing obligation to support activities that contribute to positive results for children with disabilities, enabling those children to lead productive and independent adult lives.

(2) Systemic change benefiting all students, including children with disabilities, requires the involvement of States, local educational agencies, parents, individuals with disabilities and their families, teachers and other service providers, and other interested individuals and organizations to develop and implement comprehensive strategies that improve educational results for children with disabilities.

(3) State educational agencies, in partnership with local educational agencies, parents of children with disabilities, and other individuals and organizations, are in the best position to improve education for children with disabilities and to address their special needs.

(4) An effective educational system serving students with disabilities should— (A) maintain high academic achievement standards and clear performance goals for children with disabilities, consistent with the standards and expectations for all students in the educational system, and provide for appropriate and effective strategies and methods to ensure that all children with disabilities have the opportunity to achieve those standards and goals; (B) clearly define, in objective,

measurable terms, the School And post-school results that children with disabilities are expected to achieve; and (C) promote transition services and coordinate State and local education, social, health, mental health, and other services, in addressing the full range of student needs, particularly the needs of children with disabilities who need significant levels of support to participate and learn in School And the community.

(5) The availability of an adequate number of qualified personnel is critical— (A) to serve effectively children with disabilities; (B) to assume leadership positions in administration and direct services; (C) to provide teacher training; and (D) to conduct high quality research to improve special education.

(6) High quality, comprehensive professional development programs are essential to ensure that the persons responsible for the education or transition of children with disabilities possess the skills and knowledge necessary to address the educational and related needs of those children.

(7) Models of professional development should be scientifically based and reflect successful practices, including strategies for recruiting, preparing, and retaining personnel.

(8) Continued support is essential for the development and maintenance of a coordinated and high quality program of research to inform successful teaching practices and model curricula for educating children with disabilities.

(9) Training, technical assistance, support, and dissemination activities are necessary to ensure that parts B and C are fully implemented and achieve high quality early intervention, educational, and transitional results for children with disabilities and their families.

(10) Parents, teachers, administrators, and related services personnel need technical assistance and information in a timely, coordinated, and accessible manner in order to improve early intervention, educational, and transitional services and results at the State and local levels for children with disabilities and their families.

(11) Parent training and information activities assist parents of a child with a disability in dealing with the multiple pressures of parenting such a child and are of particular importance in—

(A) playing a vital role in creating and preserving constructive relationships between parents of children with disabilities and schools by facilitating open communication between the parents and schools; encouraging dispute resolution at the earliest possible point in time; and discouraging the escalation of an adversarial process between the parents and schools; (B) ensuring the involvement of parents in planning and decision-making with respect to early intervention, educational, and transitional services; (C) achieving high quality early intervention, educational, and transitional results for children with disabilities; (D) providing such parents information on their rights, protections, and responsibilities under this title to ensure improved early intervention, educational, and transitional results for children with disabilities; (E) assisting such parents in the development of skills to participate effectively in the education and development of their children and in the transitions described in section 673(b)(6); (F)

supporting the roles of such parents as participants within partnerships seeking to improve early intervention, educational, and transitional services and results for children with disabilities and their families; and (G) supporting such parents who may have limited access to services and supports, due to economic, cultural, or linguistic barriers.

(12) Support is needed to improve technological resources and integrate technology, including universally designed technologies, into the lives of children with disabilities, parents of children with disabilities, school personnel, and others through curricula, services, and assistive technologies.

Transition Services:

Transition services are activities that prepare students with disabilities to move from school to post-school life. The activities must be based on the student's needs, preferences and interests. The plan needs to include activities in the following areas.

- Instruction
 - Tour postsecondary occupational training programs
 - Contact local college for disability documentation policy

- Complete and submit application to postsecondary institution
- Tour Career Planning Center and inquire in to training programs available through them
- Visit college campuses and meet with disability coordinators
- Explore admission requirements for vocational/technical school
- Explore admission requirements for state colleges
- Write an info interview letter to the disabilities coordinator at a post-secondary school of interest
- Research college scholarship opportunities
- Obtain, complete and submit applications to colleges of interest
- Obtain, complete and submit applications for financial aid
- Complete learning styles inventory to identify preferences and strengths
- Complete an assistive technology evaluation
- Meet with military recruiters to discuss educational

benefits

- Meet regularly with HS guidance counselor about necessary paperwork for college admissions
- Complete a study skills training class
- Attend Catch the Wave workshop (annually in April)
- Enroll in vocational education classes/multi-district classes
- Check with college/tech school about “auditing” classes
- Sign up for/take ACT-SAT test
- Request accommodations for ACT-SAT test if necessary
- Apply for financial aid for college (seniors)
- Verify that current course of study matches requirements at chosen college or technical school
- Review and update transition assessments (ESTR, TP I, Brigance Inventory, etc)
- Have assistive technology assessment done to determine possible need/benefit from assistive technology device

- **Related Services**
 - Identify and visit community mental health agencies
 - Visit potential post-school providers of physical therapy
 - Learn to use a guide dog effectively
 - Identify potential post-school providers of recreation therapy or occupational therapy and potential funding sources
 - Receive orientation and mobility training in place of employment
 - Explore city/county transportation options
 - Learn about potential post-school providers of speech therapy
 - Identify possible sources of support for coping with difficult life situations
 - Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology, etc.)
 - Apply for a mentor through a local, non-profit agency for substance abuse counseling

- Community Experiences
 - Take classes through the local 4-H organization
 - Enroll in community ed or recreational programs of interest
 - Learn about Americans with Disabilities Act 19
 - Learn about students' rights under IDEIA
 - Enroll in self-advocacy/self-awareness study
 - Participate in church youth groups
 - Visit potential places in the community to shop for food, clothes, etc
 - Tour the city library
 - Join a community recreation center or YMCA
 - Obtain a state id card or driver's license
 - Participate in age appropriate social activities (dances, dating, concerts, sporting events, etc)
 - Register to vote
 - Register with the selective service
 - Observe a courtroom or jury duty process
 - Take Drivers Ed class/get Drivers Ed training/one-one if needed

- Sign up to help with summer recreation programs, Park & Rec, etc.
- Join local service clubs (Lions, Sertoma, Kiwanis, etc)
- Development of Employment Skills
 - Interview a job coach for possible help following high school
 - Participate in a career awareness program or class
 - Interview an adult worker in career field of interest
 - Job shadow an adult worker in career field of interest
 - Participate in Project Skills, if VR eligible
 - Obtain a paid part-time job
 - Take the ASVAB
 - Tour SD Career Center (formerly Job Services)
 - Practice completing job applications and interviewing skills
 - Volunteer in career of interest
 - Memorize your Social Security number
 - Draft resume, cover letters and thank you notes for

after interviews

- Meet with Job Corps counselor
- Perform duties/school staff (secretary, janitor, cook, teacher, etc)
- Research 3 different careers/write paper
- Take career interest inventories/surveys to help pinpoint interest area
- Attend Career Days with high school class
- Acquisition of Daily Living Skills
 - Explore city/county transportation options
 - Enroll in self-advocacy/self-awareness study or class
 - Enroll in any 'consumer science' class at HS (foods, parenting, single survival, money/time management, etc)
 - Learn about time management
 - Take a CPR/First Aid course
 - Develop monthly living budget
 - Apply for Supplemental Security Income (SSI)
 - Open a bank account

- Memorize phone number and complete mailing address
- Access postal services
- Explore insurance issues/needs
- Explore guardianship issues
- Perform minor home repairs
- Register with the Division of Developmental Disabilities
- Schedule and keep appointments
- Obtain addresses & phone numbers in the telephone directory
- Use telephone independently
- Learn to operate a washer, dryer, dishwasher, microwave
- Learn to tell time
- Manage daily time schedule
- Take medications independently (or learn how to)
- Develop a network of informal supports (friends, neighbors, etc.)
- Inquire in to rates of utilities (gas, water, electric,

phone, cable, etc)

- Develop a personal fitness routine
- Obtain a bank ATM card
- Attend to daily grooming/hygiene skills
independently
- Meet with potential landlord to learn about
expectations of a renter
- Purchase food and prepare meals
- Purchase clothing and learn how to care for clothes
- Apply for Job Corps training program
- Visit local Independent Living Center to inquire
about services
- Have independent living assessment done
- Develop emergency procedures for use at home
- Select a primary care physician and dentist.
- Keep and use a calendar, address book, telephone
numbers
- Plan recreational outings (alone and/or with
friends) weekly
- Inquire into/decide what religious denomination to

join

Federal IDEA law requires the district Committee on Special education (CSE) to coordinate Transition planning and provide transition services through the Individualized Education Plan (IEP). In addition, it is expected that schools have the active participation of students, families and community agencies in order to make the transition process effective and meaningful for individual students.

Each year the Vocational and Educational Services for Individuals with Disabilities (VESID) monitors approximately 116 school districts out of 127 on Long Island, New York, and publicly reports on the percentage of youth in the state who are aged 12 and above who have an IEP that includes coordinated, measurable, annual IEP goals and transition services that enable them to meet their post-secondary goals. Results from 2009 indicated that only 46% of youths have IEP transition plans that are designed to help them achieve their post-secondary goals with full compliance with state and federal requirements. While improvement has been made over previous years, the target goal is full 100% compliance, which New York State has fallen short (NYSED, 2010).

Potsdam Institute for Applied Research (PIAR), located at the

State of New York College at Potsdam, has been involved in locating and interviewing a sample of students from each school district one year after their graduation. They found that in their sample of students from the class of 2005, 17% were enrolled in post-secondary schools, 29% were competitively employed, 46% were both enrolled and employed at some point since high school graduation and the remaining 8% were not actively involved in any post-high school program or employment. The New York State Education Department has stated these results were an overestimation of actual post-secondary outcomes for all students with disabilities (Cort, 2008).

REVIEW OF RELATED LITERATURE

This section has eight subheadings: Pre-IDEA Transition:

Planning: Self-Determination: IDEA Regulations: Adversity with Implementation of Transition Planning Education Model:

Transition Models and Practices: Perceptions of Transition Planning: Kohler Taxonomy

Pre-IDEA Transition Planning

The transition from high school to future endeavors is a difficult time for many adolescents. It is a time of concern, confusion and excitement as students and their families attempt to coordinate future

goals. Options may include college, vocational options with or without family involvement and / or enlisting in military service. In the case of students with special needs, the same issues are present but exacerbated by the limitations of the student.

Prior to IDEA legislation, options for these students were severely limited. Since Transition planning was mandated in IDEA, the implementation of the policy has been reviewed. Halpern (1993) evaluated transition outcomes with a quality of life conceptual framework. According to Halpern, the term “quality of life” is not used overtly in federal legislation; however the multifaceted concepts of a variety of life goals for transition outcomes are clearly implied.

Self-Determination

From 1989 to 1993, the U.S. Department of Education Office of Special education Programs funded a series of model- demonstration projects to promote self-determination for youth with disabilities (Ward & Kohler, 1996). Self-determination has been identified as a critical component of the transition process for students with disabilities (Halloram, 1993; Wehman, 1993). This project was implemented as a result of numerous reviews which indicated that students with disabilities were graduating with substandard post-

graduation outcomes (Chafsey-Rusch, Rusch & O'Reilly, 1991). Other researchers concluded that people with disabilities need increased choice and more control over decisions that impact their lives (Gagne, 1994; Kennedy, 1996).

IDEA Regulations

The Individuals with Disabilities Education Act (IDEA) has required each school to provide every special needs student a statement of mandated transition services since 1990, the extent to which states have implemented the transition services requirements vary greatly (Williams, 2001). Hasazi, Furney & Destafano (1999), in researching the IDEA mandates, found factors impeding the successful implementation of transition planning.

Concern over compliance with IDEA mandates was reported by Powers et al., (2005) who found in many cases either the Transition planning practices were not addressed or were not adequate. Career planning and self-determination enhancement were not incorporated in most plans, and the study indicated that students frequently were solely responsible for attempting to meet their transition goals.

Adversity with Implementation of Transition Planning

Transition components of individualized education plans have been reviewed by Grigal, et al. (1997) and indicate varying levels of compliance and success. This study evaluated the transition components of the IEP's of 94 high school student between the ages of 18 and 21 and found that the majority of the transition components compiled with IDEA's mandates, they lacked many of the necessary fundamentals reflective of best practices in transition.

Difficulty in Transition planning is not limited to programs in the United States. A study of schools in England in which in-depth interviews were conducted in addition to parental questionnaires revealed that many students leave school without any Transition planning. In fact, for those who did receive Transition planning, students had little if any involvement in the process. In addition, parental involvement was significantly lacking (Ward, Mallett, et al., 2003).

In a study that looked at the transition process from high school to post-secondary education for students with learning disabilities, (Janiga & Costenbader, 2002), found little satisfaction with transition services. It was reported that preparation for self-advocacy is the greatest weakness of transition services. Positive feedback was

conveyed about the schools' provision of updated evaluations for students prior to enrollment in college. When student involvement is incorporated, success in Transition planning is greatly increased as reported by Powers, et al. (2001). Coaching youths in student-directed planning skills was implemented using peer-based mentorship, parent support and in-service education for school transition staff. Results showed significant increases in student involvement in Transition planning activities, empowerment, transition awareness and the level of participation in Transition planning meetings (Powers, et al. 2001).

Education Model

Popkewitz (2004) questions the standards which students are classified as well as the environment where teachers and students are accountable for interpretation and administration.

Popkewitz has stated the need for constant questioning to order, classify and divide what is seen and what is felt as meaningful academic participation (2007).

As seen in Popkewitz's (1998) book, *Struggling for the Soul: The Politics of Schooling and the Construction of the Teacher*, he discusses the need to understand how different discourses of

pedagogy come together to generate principles for participation and action. Following this construct it is imperative for stakeholders to participate actively in the Transition planning process. For successful Transition planning to occur it is essential that universal approach be applied as “one identifies social progress as tied to an evolutionary conception of change” (Popkewitz, 1997).

Popkewitz (1982), offers a model that can be applied to the knowledge, work and role of authority in the varied perceptions that may be applied in implementing successful undertaking of a process that involves a whole School Approach. Popkewitz identifies three distinctive forms of schooling: technical, constructive and illusory. A Technical school design relies heavily on the management procedures and specific objectives. According to Popkewitz (1982), “curriculum design in these schools isolates skills from purposes and, in the process, narrows the apparent goals of teaching” (p. 65). In a constructive school model, work practices, perceptions of knowledge and universal definitions give clarity and vision to the academic institution. “Problematic, aesthetic and integrated knowledge were emphasized, and to the discourse of instruction in which interpersonal skill and control were stressed” (Popkewitz, 1982, p.

95). Within an illusory framework a facade is created by the artificial design of the schools. Popkewitz (1982) states, “the emphasis on community pathology, pedagogy as therapy, and ritual gives these schools meaning different from those of the technical and constructive schools” (p. 122).

Perceptions and experiences of female at risk students and school culture has been applied using the Popkewitz model (Taylor-Dunlop, Norton, 1997). For purposes of this study the Popkewitz framework will be implemented as construct in determining the perception of effective Transition planning in a secondary special class setting.

Transition Models and Practices

An alternative method was presented by Nelson (2005). In order to enhance positive outcomes, Nelson presented a training model using personal futures and person-centered planning, which were seen as the “*keys to a successful planning*” (p.76). By increasing self-determination, active choice making for students, teachers and other stakeholders in the planning process can help define and advocate for an individual with severe disabilities based on the individual’s preferences.

Devlieger & Trach (1999) evaluated the role mediation plays in student outcomes for persons with disabilities. Relationships between the social networking of family members, schools, employers, as well as friends appear to have an impact on post-secondary employment. Researchers have identified the necessary aspects of transition when the process includes school supervised work experiences and functionally oriented curricula in which specific occupational skills, employability skills, and academic skills are systematically connected for students (Phelps & Hanley-Maxwell, 1997). Utilizing an attitudinal measure of best practices and transition policy compliance McMahan & Baer (2001) found that the strongest predictor of policy compliance, and best practice was the existence of a school-based transition team.

Perceptions of Transition Planning

An additional area of concern is perception of secondary special education teacher's competencies of transition planning (Knott & Asselin, 1999). Their findings report that teachers have significant gaps in knowledge and involvement in transition planning and service delivery activities. The need for educators to dedicate time and effort to the success of transition planning is a result of many factors. For

example, quality of life issues are emphasized as an outcome for adults with disabilities (Gagne, 1994; Kennedy, 1996). Additionally, the effect of attitudes and abilities as it relates to autonomy may correlate to involvement in educational planning and decision making (darn Reusen & Bos, 1994; Wehmeyer & Ward, 1995). It can also be said that students who leave School As self-determined young people should achieve more positive adult outcomes (Wehmeyer & Schwartz, 1997).

When special needs students are transitioning into a workplace environment, Black (1995) reports that typical expectations that non-special needs students may readily comprehend need to be addressed in the school curriculum. An awareness of these often unstated rules and expectations include the following areas: dependability, honesty, employee-supervisor relations, employee-coworker relations, organization and initiative, adaptability, aptitude, and self-esteem.

During the implementation of transition planning, each student may be influenced by a number of individuals who may be factors in a student's positive experience. From family, teachers, counselors, job coaches and employers each individual brings their own preconceived attitudes and expectations of what constitutes a successful outcome.

Wagner, Newman and Cameto (1993) researched the issue of “What makes a difference?” in influences on post-school outcomes of youth with disabilities. A follow-up study also reviewed “changes over time in the secondary school experiences of students with disabilities,” and presents a framework suggesting influential factors. By 2002 there were noteworthy changes in youth with disabilities' school programs. High school students with disabilities were more likely to be found taking core academic classes in the general education classes, and less likely to be taking vocational courses. There was an increase in the average number of days absent for students with disabilities and an increase in the rate of suspensions. The differences over time between groups of students with disabilities in their school experiences raise the question of whether there may be related differences in post-school outcomes (Wagner et al., 2004).

Kohler Taxonomy

Researchers (Martin & Kohler, 1999) presented a course to be taught at the university level to have educational students comprehend the need of transitioning students from school to adult life. A major component of the curriculum is to stress the need of self-determination. Kohler (1993) identified outcomes of post-secondary

education programs serving students with special needs. A conceptual framework was developed and determined the significance of transition outcomes in meeting the needs of students.

Kohler & Field (2003) express the need to improve transition planning. Kohler's Taxonomy for Transition Programming exceeded previous transition models and identified areas of focus into five components: (a) Student Development; (b) Family Involvement; (c) Program Structure; (d) Interagency Collaboration; and (e) Student-Focused Planning. The five components do not exist in a hierarchical model, but rather establish a framework of coherence and compliance essential to the planning components for schools to follow with each factor affecting the other. This model initiated a well-rounded approach for school special education programs to follow. The five areas of the Kohler model are discussed below.

Student Development

Student Development, the first of Kohler's areas, consists of six sub-components with the intention of satisfying what research indicated as facilitators to successful student preparation. Each of these six sub-components is discussed below.

The first sub-component of student development, *Life Skill Instruction* pertains to social and leisure skills training, self-determination, independent living, and learning strategies skills training. Research suggests students needed more than basic employability skills, and often lack social and recreation skills, as well as essential inter and intrapersonal skills needed for an engaging life both in and out of work (Clark, Field, Patton, Brolin, & Sitlington, 1994; Neel, Meadows, Levine, & Edgar, 1987; Sitlington, Frank, & Carson, 1992; Walker & Bunsen, 1995).

The second sub-component of student development, *Employment Skills Instruction*, converges on the development of work-related behaviors, job seeking skills, and occupation-specific skill training.

The third sub-component of student development, *Career and Vocational Training*, received federal attention for decades prior to the development of the Transition Taxonomy beginning with the Vocational Rehabilitation Act. Yet post-secondary attempts of students revealed consistent difficulty with employability and vocational skills (Benz & Kochhar, 1996; Kohler, 1993).

The fourth sub-component of student development, *Support Services*, provided for the identification of environmental adaptations, accommodations, natural supports, assistive technology, ancillary services and mentors. Derived from extensive family reports and follow-up findings, students and families' expressed a lack of support structures that would help in post-secondary outcomes (Morningstar et al., 1996).

The remaining two areas under the student development component consisted of *Assessment* and *Structured Work Experience*. Kohler (1993) identified the practice of transition to better focus the teaching of vocational skills in a structured manner and also paid work experience. These sub-components also emphasizes assessment, predominantly vocational, academic, cognitive, and adaptive behavior in order to examine a broader range of areas demonstrating student ability across domains.

Family Involvement

The second component of the taxonomy, *Family Involvement*, contains three sub-components that help outline aspects of increasing the value of family commitment in the transition planning process.

The first sub-component of family involvement, also entitled *Family Involvement*, features increasing participation in policy, service delivery, assessment, evaluation, and decision-making, as well as the inclusion of parents/family members as trainers, mentors, and support networks in the transition planning process (Kohler, 1996). The procedures for IEP development in schools often alienate families during the initial stages, and seldom take into account the family needs (Greene, 1996, as cited in Greene & Kochhar-Bryant, 2003).

The second sub-component of family involvement, *Family Empowerment*, includes pre-IEP planning activities, childcare for families, and a structured method for identifying family needs. Parents expressed improved participation when school made efforts to share information and collaborate to foster partnerships (deFur, Todd-Allen, & Getzel, 2001).

The third sub-component of family involvement, *Family Training*, lists trainings intended to benefit family members in the areas of self-determination, advocacy, supports, IEP procedures, agencies, and legal issues. For families to be able to participate in more meaningful ways, family members must first understand and

internalize their roles in the decision making process of IEP transition planning (Everson & Moon, 1987; McNair & Rusch, 1991; Thompson & Fulk, 2000). The limited parent involvement in regards to outside agencies after students graduated high school indicated a significant lack of information about those agencies (McDonnell, Wilcox, Boles & Bellamy, 1985). Students reported families were their biggest supporters (Morningstar, Turnbull & Turnbull, 1996). Students also reported many of their job opportunities derived from parental contacts (Rabren, Dunn, & Chambers, 2002).

Program Structure

The third component of Kohler's taxonomy, *Program Structure*, consists of six sub-components: Program Philosophy, Program Evaluation, Strategic Planning, Program Policy, Human Resource Development, and Resource Allocation. Each of these sub-components is discussed below.

The first sub-components of program structure, *Program Philosophy*, consists of community-reinforced and outcome-based curricula, least restrictive environment, life-long teaching, supportive structures, and defined program values that drive instruction and interface for students, families, and service providers.

The second sub-components of program structure, *Program Evaluation*, speaks to ongoing program data evaluation and program needs assessments that help facilitate accuracy of the transition programs.

The third sub-component of program structure, *Strategic Planning*, outlines various environmental considerations including community/local, regional, and state level issues and services in the Transition planning process.

The fourth sub-component of program structure, *Program Policy*, is centered on the restructuring of adult and educational service systems to include transition-related planning. This sub-component stresses the need for administrative, School Board, and community agencies to support the clear values, principles, and mission of the Transition planning program.

The fifth sub-component of program structure, *Human Resource Development*, pertains to guaranteeing the hiring of quality staff, adequate pre-service training in transition, the allocation of personnel and related competencies, as well as ongoing staff development (Kohler, 1996).

The sixth sub-component of program structure, *Resource Allocation*, relates to human resource and the creative use of resources, using both student-family and community-based resources in the planning process.

Interagency Collaboration

Similar to the support service systems in Student Development, the third component of Kohler's taxonomy, *Interagency Collaboration*, reflects two sub-components that expand on how schools and other agencies should coordinate and share services. This component also depicts how the framework for collaboration should work to help students reach post-secondary success.

The first sub-components of interagency collaboration, *Collaborative Service Delivery*, provides a blueprint for identifying barriers, and assisting, sharing, and disseminating assessment data with all parties involved in the process.

The second sub-components of interagency collaboration, *Collaborative Framework*, urges schools to solidify formal agreements that bind service delivery, that define roles of agency personnel, and that specify how they are to share client/student information. Roessler, Brolin, and Johnson (1990) acknowledged

interagency collaboration as a major indicator of successful employment outcomes for special needs students with disabilities after graduating high school. Other researchers highlight the importance of shared responsibility and formal agreements to reduce the number of student from falling through the cracks (Heal, Copher, & Rusch, 1990; Steere, Pancsofar, Wood, & Hecimovic, 1990).

Student-Focused Planning

The fifth component of taxonomy, on *Student-Focused Planning*, addresses the need for individualization. Student-focused planning has three sub-components.

The first sub-components of student-focused planning is *IEP Development*. It addresses goal and objectives required across several settings (community, vocational, residential, recreation, training, and educational), identification of planning and implementation responsibilities, and the personal needs in planning with the student. These elements reflect an extension from the IDEA 1990 mandates that only contain a small statement about needed transition services in the IEP, and the vague concept of post-secondary goals (P.L. 101-476).

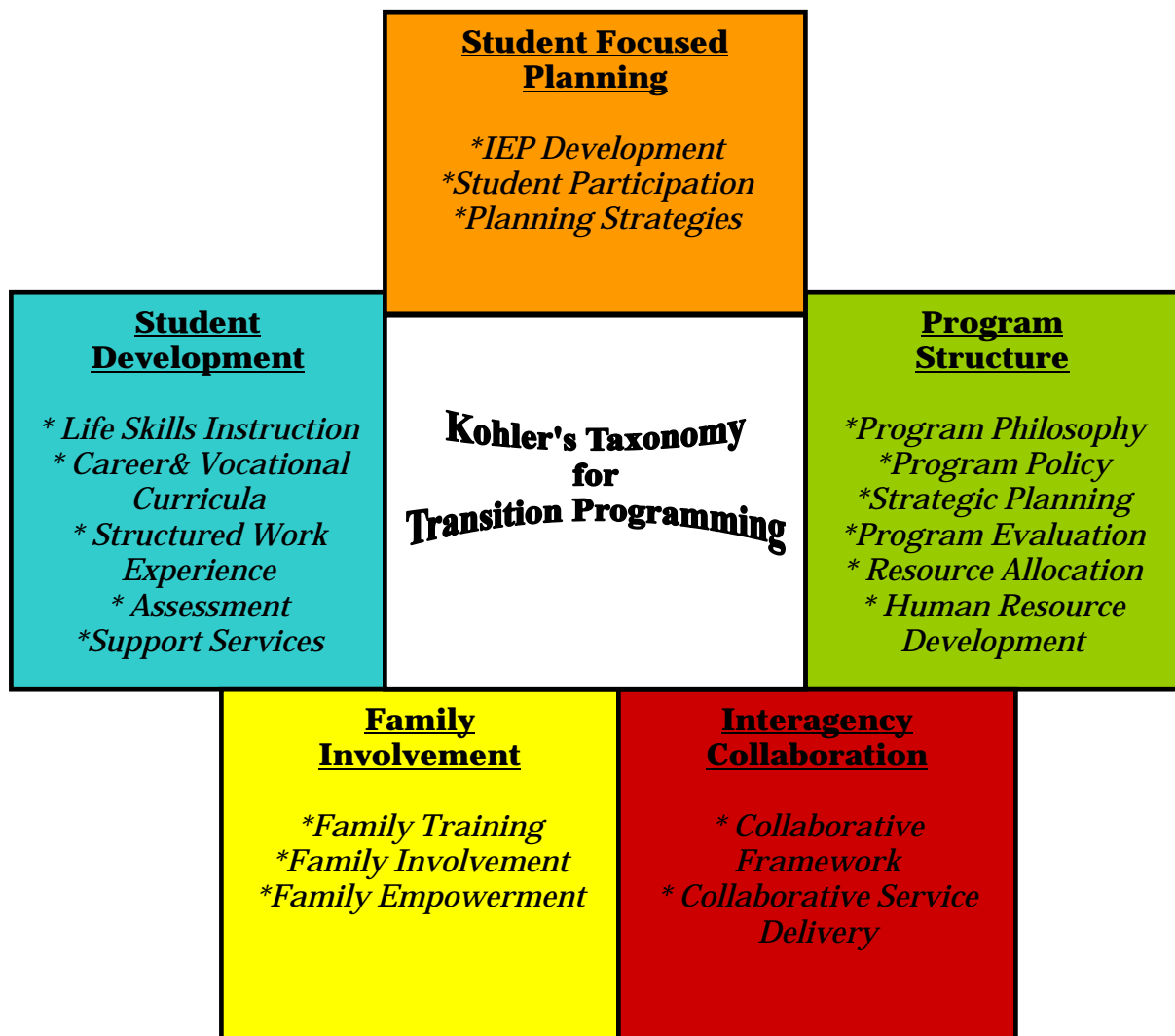
The second sub-component of student-focused planning is *Student Participation*, acknowledges the need for earlier transition-focused planning beginning no later than age 14, accommodations such as interpreters if necessary, appropriate use of outside agency referral, and planning to include the student, family, school and agency personnel (Kohler, 1996). The taxonomy encourages beginning the transition planning process earlier, and the focus on the student's needs and input in the planning process as essential. These ideas and focus proved to be vital to better outcome- focused tools for student success (Martin & Huber Marshall, 1995; Van Reusen & Bos, 1994; Wehmeyer, 1998).

The third sub-component of student-focused planning, *Planning Strategies*, directly link to the importance of self-determination within the transition planning process. This sub-component directly highlight self-determination and student centered planning processes with IEP training for students and student self-evaluation as supreme (Field & Hoffman, 1994; Martin & Huber Marshall, 1995; Martin, Huber Marshall, Maxson, & Jerman, 1996; Wehmeyer & Lawrence, 1995).

The five components of Kohler's Taxonomy for Transition Programming outline an all encompassing approach to transition planning with an emphasis on more personalized development and planning. Presently, many states and organizations attempt to utilize a form of this taxonomy as a framework for Transition planning. (Kohler, et al.1993) The figure below displays Kohler's conceptual model for the Taxonomy of Transitional Planning with its subcomponents.

The figure below displays Kohler's conceptual model for the Taxonomy of Transitional Planning with its subcomponents.

Figure 2.1: Taxonomy of Transitional Planning



Success has also been reported in programs that accentuate five specific areas: student focus planning, student development, interagency collaboration, family involvement and program structures (Kohler & Field, 2003).

It has been reported that the best practices in facilitating transition from school to work or post-secondary education for

secondary students with disabilities include vocational training, parent involvement, interagency collaboration, service delivery, social skills training, paid work experience, and individual Transition planning (Kohler, 1993).

Chapter III

METHODOLOGY

Research Method

The methodology of this study included the procedures used to collect and analyze archival transition planning documents from two high schools on Long Island, New York. Through, archival study, information collected was used to determine if the Kohler model was being utilized to effectively implement and comply with transition planning requirements. The researchers explored if the schools' transition planning process included coherence and compliance with the Kohler model. In addition, the researchers identified evidence where disconnects in the process may have occurred. This study involved research and review of transition planning documents currently utilized in special education programs. The researchers used archival documents to identify patterns, themes and discrepancies of the Kohler model as a framework for determining successful transition planning.

Setting

According to the 2009 United States Census Bureau Report, the population of Suffolk County is estimated to be 1,518,475 people out

of a population of almost nineteen and a half million total New Yorkers. Approximately 84% of residents in Suffolk County are white, 7% are black, 3% are Asian and 13% are Hispanic or Latino. The percentages in the census data may not equal 100% due to the fact that some participants may have chosen more than one race. Average household size is estimated to be 3.09 in 2009. It was reported that of the population 25 years of age or older 89% of those who responded are considered “high school graduate or higher” status. The Suffolk County 2009 Census failed to provide a percentage of those with disabilities. In Suffolk County the median household income was reported in 2009 as \$84,530, reporting only 5% of Suffolk County residents were living below the poverty level (U.S Census Bureau: State and County Quick Facts 2009). This data is illustrated in the table below:

Figure 3.1: Census Data

	Suffolk	New York
Population	1,518,475	19,490,297
White	84.0%	73.4%
Black	7.2%	17.3%
Asian	3.4%	6.8%

Hispanic/Latino	13.2%	16.7%
Median HH Inc	\$84,530	\$53,448
Below Poverty	5.4%	13.8%

In Suffolk County, according to the School District Almanac (Hughes, 2010), the percent of free and reduced lunch in 2008 was 15.3%. The percent of enrollment in public schools in 2008 was 72.9% White, 9.1% Black, 14.5% Hispanic and 3.0% other. The percent of dropouts in Suffolk County according to the Almanac in 2008 was 1.5%.

The percent of pupils with disabilities who receive IEP diplomas has significantly increased over the last four years from 4.0% in 2005 to 7.0% in 2008, an 82% increase (Hughes, 2010).

The setting for this archival study was two high schools in Suffolk County, Long Island, New York that provide special education services for students who meet the criteria for the federal IDEA guidelines for students with handicapping conditions. In accordance with their Individual Educational Plan (IEP), the subjects of this study are presently placed in special class settings. To maintain confidentiality, schools were referred to as School A and School B.

Researcher 1 reviewed archival transition documents from School A and Researcher 2 reviewed archival documents from School B.

Both of the schools are day programs for high school students grades nine through twelve that concentrate on offering the basic subjects needed for graduation. In School A and School B, special education students may remain in the program until age 21 to meet the requirements for a high school diploma.

School A is a public high school that services both general education and classified students. School A attempts to provide educational programs and services to meet the nature and extent of the severity of the child's disability and special needs. The school utilizes a variety of services, spanning the range from regular education with supplemental support services to provision for private residential settings for the severely and profoundly disabled.

School A provides a continuum of program alternatives is available to meet the varied needs of students with disabilities. The continuum represents programs which are available within the district, by contract with neighboring school districts, provided by BOCES or private educational agencies and by State supported

schools. The following are the programs and program descriptions available at School A.

Consultant Teacher

Students with disabilities attending School A may be provided direct consultant teacher services for a minimum of two hours each week. Direct consultant teacher services are provided either individually or in a group to the student in the classroom. Indirect consultant teacher services are provided to the mainstream teachers to assist them in modifying the learning environment, curriculum, or instruction to meet the needs of the student with a disability in the mainstream.

Resource Room

Instruction is provided at least three hours per week in groups no larger than five students. The Resource Room teacher provides supplementary instruction focusing on compensatory and organizational skills acquisition, enabling the student to meet the daily demands of the mainstream setting.

Integrated Program

School A's Inclusion Program attempts foster academic, social and emotional growth for those students. All students are exposed to the same curriculum and afforded the opportunity to work together as cooperative members of the same group. Modification will be provided when necessary. A special education teacher and teacher assistant work with the regular education teacher throughout the day.

Special Class

Special Class or Self-Contained classes are available to those students whose learning needs require services beyond those provided in a regular class with resource room or inclusion services. The class size options available in School A include the following: 15:1, 15:2, and 10:1:2.

Declassification Support Services (DSS)

The student and the student's teachers may be provided declassification support services to assist the student transitioning from special education programs and services to full-time regular program. Services which may be offered include speech/ language services, psychological and social work intervention, non-career

counseling and other appropriate educationally related support services. The student's teachers in the regular education program may also be provided services to assist the student.

School B is considered a public separate high school that only services classified special education students. The governing agency for School B is part of an educational cooperative of 51 Long Island school districts that provides support through instructional programs and shared services. These programs and services utilize educational and career opportunities for Long Island's diverse community. The Special Education Department offers a broad spectrum of classes and services that are highly specialized to meet the diverse needs of students with disabilities and students in need of alternative school settings.

School B students are described as having moderate behavioral and/or intensive counseling concerns and moderate to severe learning disabilities. Ninth and Tenth grade students receive a full day academic program while eleventh and twelfth graders receive a half day of academics combined with Career and Technical Education and Special Career Education programs. Students are offered a departmentalized program of New York State Regents curriculum.

Subjects

The subjects encompassed special education teachers, social workers, psychologists, guidance counselors and related service staff who are actively involved in the transition planning process. for a special education program referred in this research as School B. A second program, (School A) was investigated by a second researcher. All available archival completed Self-Assessment Checklists documents were appropriated from School A and School B. Any partially or incomplete documents were not included in the sample. The researchers used the archival documents to identify patterns, themes and discrepancies in the application of the Kohler model as a framework for determining successful transition planning. Transition planning data collection forms served as archival documents. These documents pertained to students, teacher, parents and guidance counselors involved in the transition planning process.

Procedures for Data Collection

Using methods of archival research, this inquiry examined if transition planning with classified special education students was being implemented in accordance with the Kohler model for successful transition planning. A transition planning Self-Assessment

Checklist served as archival data. The Self-Assessment Checklist about transition planning and its current implementation was comprised of 49 questions that allowed respondents to select from the following choices: *always, frequently, sometimes and never*. Respondents were told to leave blank any questions they were unsure about. In addition to the checklist the following optional extended response question was presented: *In your opinion how would you describe the effectiveness of your facilities transition planning process as it relates to student outcomes?*

This assessment was designed to assist school administrators, teachers and other school personnel in reviewing their own teaching and learning environment and assist students in achieving post-school outcomes (Appendix D). Sample question from the Self-Assessment Checklist are listed below.

- Does every student have an Individualized Education Program that reflects his/her interests, needs and abilities?
- Do staff development activities reflect student centered transition planning?
- Are parents involved in their child's transition planning process?

- Do we seek the input and the insights of students and parents about individual student needs, preferences and interests when developing post-school outcomes?
- Are sufficient resources allocated to support effective transition practices?
- Do we provide instruction that is community based?
- Are community members directly involved with program planning, development and implementation of transition programs and services?
- Do we use school/ community partnerships to provide supportive assistance to all students?
- Are staff development activities on-going and related to the students' acquisition of skills to be able to live, learn and earn within the community?
- Are our instructional activities designed to connect student learning to real life experiences?

Analysis of Archival Data

Through the review of the archival documents the researchers analyzed extended responses from special education staff who were involved in the transition planning process. The researchers created

The second area of archival analysis was based on a series of 49 questions. All archival document questions from the Self-Assessment Checklist were binned according to Kohler's five components for successful transition planning as illustrated below.

Figure 3.3 Questions Binned According to Kohler's Model

Student Development
Are staff development activities on-going and related to the students' acquisition of skills to be able to live, learn and earn within the community?
Does curriculum provide students with opportunities to make informed choices and become an effective self-advocate?
Are our instructional activities designed to connect student learning to real life experiences?
Are all students provided challenging work experiences that enable them to strive to reach their identified post-school outcomes?
Do we use a variety of learning experiences (i.e., community as well as classroom) to help students strengthen their academic, career, and life skills?
Do we recognize the diversity of students and the different learning styles in our teaching and learning strategies?
Do we seek volunteers as tutors and mentors to help all students achieve successful post-school outcomes?
Family Involvement
Are parents involved in their child's transition planning process?
Do we provide information to students and parents about the transition planning process that respects cultural diversity and is available in a variety of formats?
Do we seek the input and the insights of students and parents about individual student needs, preferences and interests when developing post-school outcomes?
Do we develop transition focused activities that parents can use at home to support the student's school and post-school outcomes?

Do we make parents feel welcome in school?
Do we consider parents' work schedules and family commitments when scheduling planning meetings?

Program Structure
Are adult service agencies involved in the transition planning process, if appropriate?
Are sufficient resources allocated to support effective transition practices?
Do we use student data to guide continuous program improvement?
Are teachers, students and parents provided information, materials and training about effective transition practices and their role in the implementation of transition programs and services?
Are community resources accessed in the provision of staff development activities?
Do we seek ways to ensure that the maximum amount of time during the school day is devoted to teaching and learning that supports the student's post-school outcomes?
Do we provide instruction that is community based?
Do we provide professional development activities for teachers that help them work with parents and students to become more involved in the students' transition planning process?
Do we develop community based activities that are aligned to instruction?
Have we considered ways of involving community members to help meet the transition program and service needs of diverse learners?
Are we using post-school indicator data to improve and revise our instructional program and transition planning process?
Do we use the results of the transition quality indicator self assessment to guide development of our school improvement and staff development plans?
Do our plans set clear priorities and high expectations for student outcomes for all students and devote resources to meet those priorities?
Do we clearly articulate and communicate district expectations for transition programs and services?

Do we have procedures and strategies in place to develop and maintain interagency agreements?

Interagency Collaboration

Are community members directly involved with program planning, development and implementation of transition programs and services?
--

Do we target discretionary grants and funds to expand transition programs and services in the school and community?

Do we use school/ community partnerships to provide supportive assistance to all students?
--

Have we secured input and involvement of all stakeholders in developing our process for transition planning?
--

Is there a designated transitions contact person for all service providers?

Is there a collaborative consultation between special and vocational educators?

Student Focused Planning

Does every student have an Individualized Education Program that reflects his/her interests, needs and abilities?

Is the student's vision for his/her future clearly communicated to school staff and parents?
--

Do staff development activities reflect student centered transition planning?

Do we promote the active involvement of all of our students in planning and implementing the transition components of their IEP?
--

Are all of our students continuously challenged to participate in the transition planning process?
--

Do we assign independent projects to students that build upon student needs, preferences and interests and motivate them to learn more about specific topics?

Do we use interest centers or interest groups to make learning accessible and appropriately challenging for all learners?

Do we use flexible grouping of students to adjust to different learning styles and interests of diverse students?

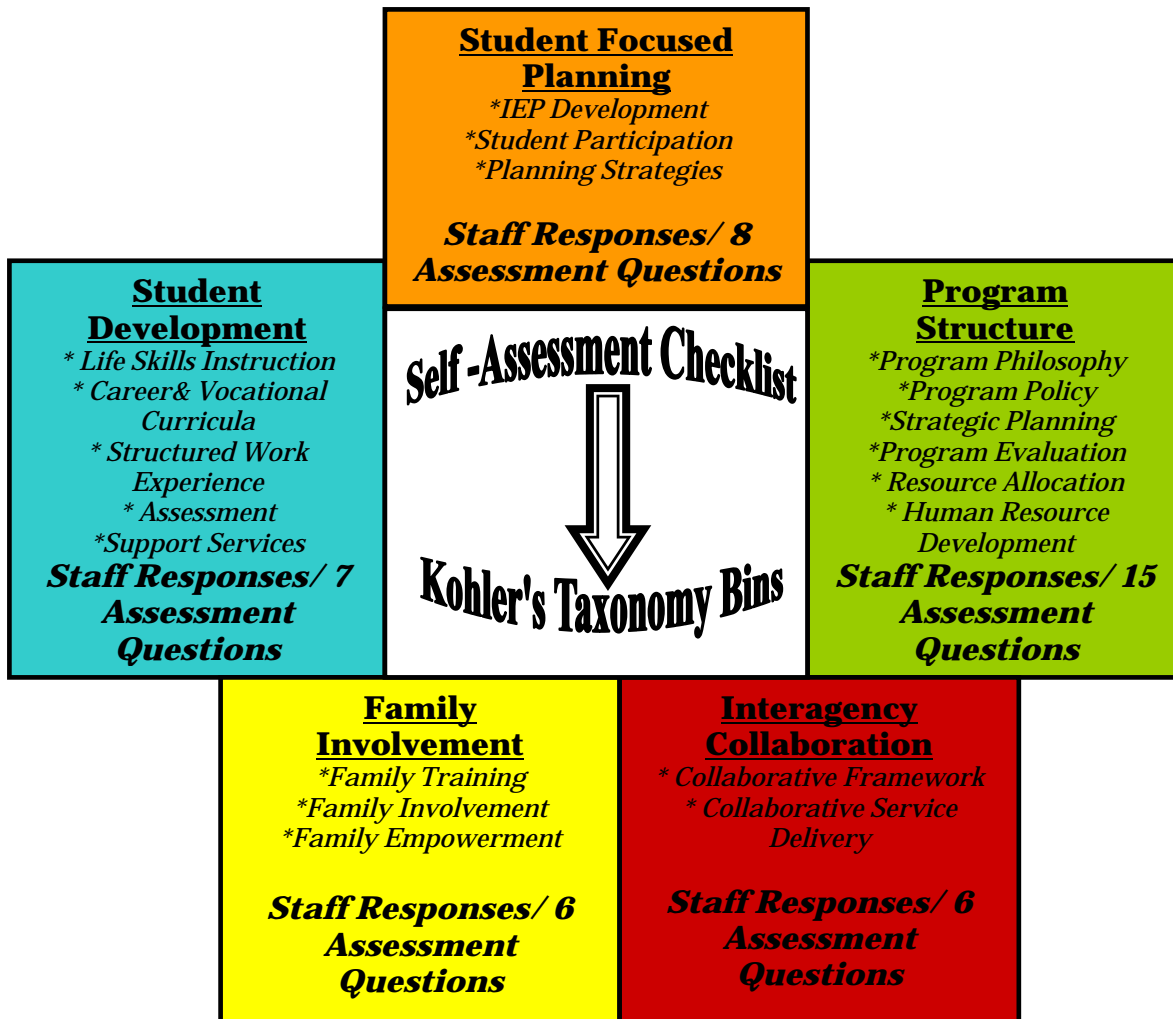
Extended Response Question

In your opinion how would you describe the effectiveness of your facilities transition planning process as it relates to student outcomes?
--

All copies of archival documents were acquired from the respective educational institutions. The archival documents were stored in a locked file cabinet that was accessible to only the researchers. In order to maintain anonymity and privacy, the archival documents had all identifying information removed prior to review. All copies of archival documents were disposed of upon the conclusion of the study.

The chart below is an illustrative representation of how a student interacts with factors that promote the transition planning services concept. The present researchers evaluated the attitudinal perspective of stakeholders in transition planning process utilizing an archival research approach and investigated issues that may be in need of modification or alteration.

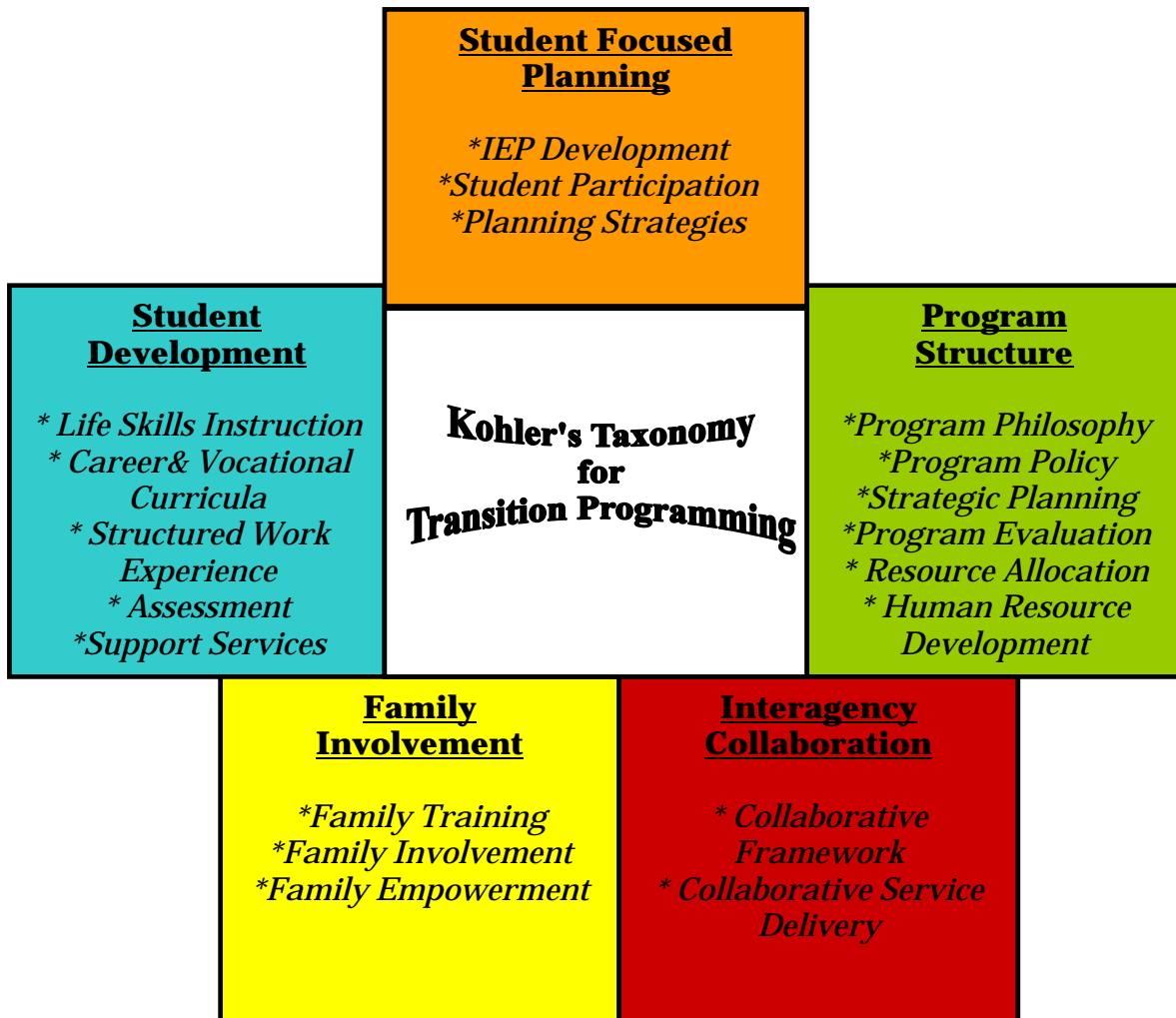
Figure 3.4 Data Source Visual Model



Conceptual Framework

For the purpose of this study, the researchers used Kohler's concepts of Transition-Focused Education to drive data analysis. Kohler's five components for transition planning are identified as student-focused planning, family involvement, program structure, student development and interagency collaboration. These components are depicted in the visual model below.

Figure 3.5 Kohler Framework for Transition Programming



Research Questions

In investigating the above, each researcher extensively looked at the archival documents and how they addressed the research questions. Through this archival study the researchers studied Kohler's model for successful transition planning and how it pertained to the effectiveness as well as the intrinsic value of the program.

The fundamental research question addressed by this study was: In what ways does the facility-based implementation of transition planning for developing post graduate options with special needs secondary students align with Kohler's model for successful transition planning? Additionally, researchers focused on the following ancillary questions.

1. What are the respondent's perceptions of student development implementation in the transition planning process?
2. What are the respondent's perceptions of family involvement implementation in the transition planning process?
3. What are the respondent's perceptions of program structure implementation in the transition planning process?
4. What are the respondent's perceptions of interagency collaboration implementation in the transition planning process?
5. What are the respondent's perceptions of student-focused planning implementation in the transition planning process?

Summary

Throughout this study, the researchers displayed communal Chapters I, II and III which reflect their reciprocal interest in the

successful delivery of Kohler's model of transition planning for special needs students. In Chapter IV the researchers presented their individual and collective data from their particular school of study. Chapter V discussed conclusions of the significance of the findings for School A and School B.

Chapter IV

Data Analysis and Findings

Introduction

The purpose of this study was to determine if the Kohler model was being utilized effectively in implementing transition planning services. Using the information provided by the archival documents, the study addressed whether there was coherence and compliance with all five components of the Kohler model for successful transition planning. In addition, the researchers looked for evidence of any patterns, themes and discrepancies within the archival documents that presented affirmation of a disconnect in the implementation of transition planning.

The following fundamental research question guided this research: In what ways does the facility-based implementation of transition planning for developing post graduate options with special needs secondary students align with Kohler's model for successful transition planning? To answer that question, the following sub-questions were addressed.

1. What are the respondent's perceptions of student development implementation in the transition planning process?

2. What are the respondent's perceptions of family involvement implementation in the transition planning process?
3. What are the respondent's perceptions of program structure implementation in the transition planning process?
4. What are the respondent's perceptions of interagency collaboration implementation in the transition planning process?
5. What are the respondent's perceptions of student-focused planning implementation in the transition planning process?

Presentation of Findings

The findings within this chapter are displayed with two main areas of focus. Through the review of the archival documents the researchers were able to analyze extended responses from special education staff who is involved in the transition planning process. The data collection chart below is the result of the coding of the qualitative responses from the extended response question.

Figure 4.1 School B Extended Response Coding

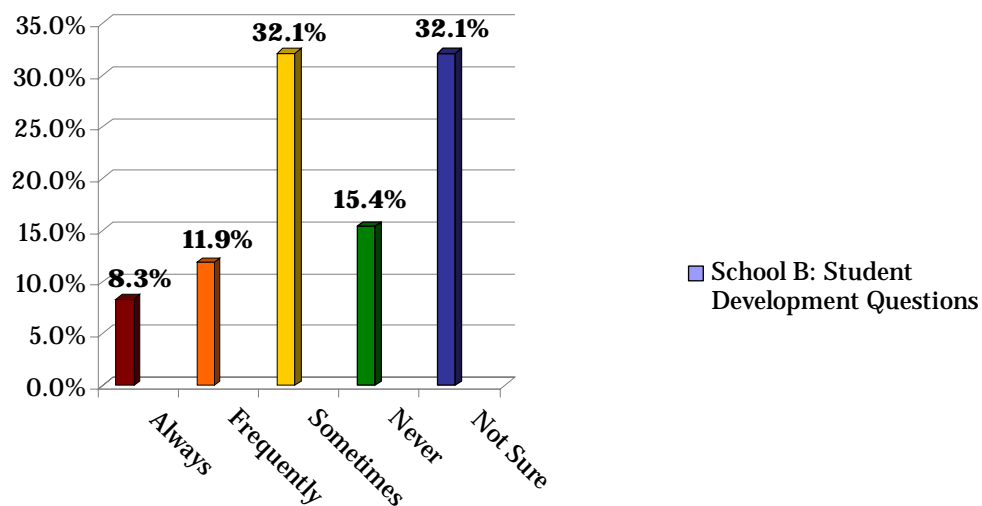
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	T
SD													
P					1								1
N			1				1	2					4
NU									1				1
FI													
P													0
N			1										1
NU						1							1
PS													
P				1									1
N		1		2			1	1		3			8
NU					1								1
IC													
P													0
N													0
NU									1				1
SFP													
P					1	1							2
N				1									1
NU								1	1				2
T	0	1	2	4	3	2	2	4	3	3	0	0	24
Coding Rule Abbreviations R = Respondent; P = Positive; N = Negative; U= Neutral ; T= Total; SD = Student Development; FI = Family Involvement; PS = Program Structure; IC = Interagency Collaboration; SFP = Student Focused Planning													

The second area of archival analysis was based on a series of 49 questions that the researchers were able to categorize into the five areas of the Kohler model using the self-assignment checklist given to special education staff.

Of the five respondents who had comments relating to student development, three expressed negative feedback. Representative of this section a prototypical quote is illustrated by the following: “More career exploration classes should be added to the curriculum. More time and money should be spent of students understanding the transition process.”

As a result of the Self-Assessment Checklist responses relating to student development, School B respondents (20.2%) reported student development involvement in the transition planning process.

Figure 4.3 School B Student Development Graph



The researchers identified two questions representative of student development within Kohler’s model which has been discussed below.

Reporting the issue of student development with consistent acquisition of community based skills was significantly lower in School A (18.8%) responding always or frequently than School B (41.6%).

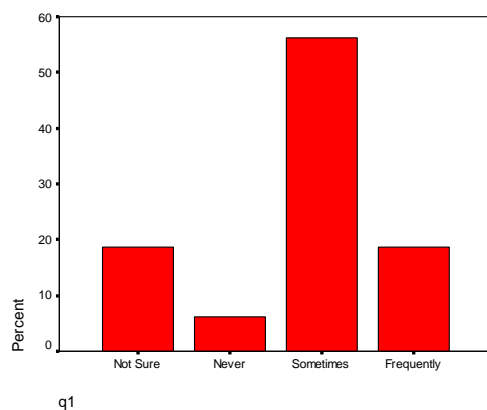
Student Development question 1: *Are staff development activities on-going and related to the students' acquisition of skills to be able to live, learn, and earn within the community?*

Figure 4.4 Student Development Question 1 Chart

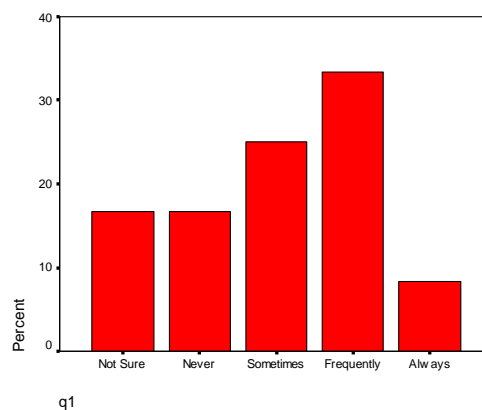
	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	3	18.8	2	16.7
Never	1	6.3	2	16.7
Sometimes	9	56.3	3	25.0
Frequently	3	18.8	4	33.3
Always	0	0.0	1	8.3
Total	16	100.0	12	100.0

Figure 4.5 Student Development Question 1 Graphs

School A



School B



When the issue of connecting instructional activities to real life experiences was presented the results found approximately a quarter of School A (25.1%) citing always or frequently, however half (50.0%) of School B respondents reported compliance in this area.

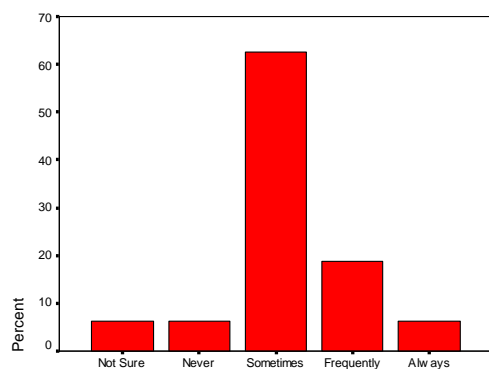
Student Development question 3: *Are our instructional activities designed to connect student learning to real life experiences?*

Figure 4.55 Student Development Question 3 Chart

	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	1	6.3	0	0.0
Never	1	6.3	0	0.0
Sometimes	10	62.5	6	50.0
Frequently	3	18.8	4	33.3
Always	1	6.3	2	16.7
Total	16	100.0	12	100.0

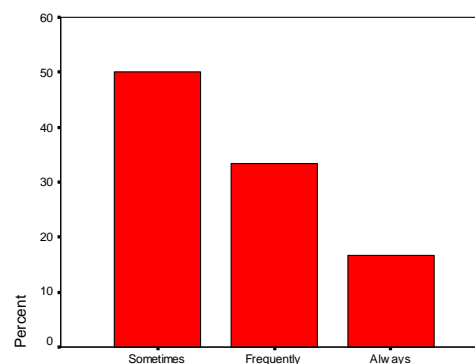
Figure 4.6 Student Development Question 3 Graphs

School A



q3

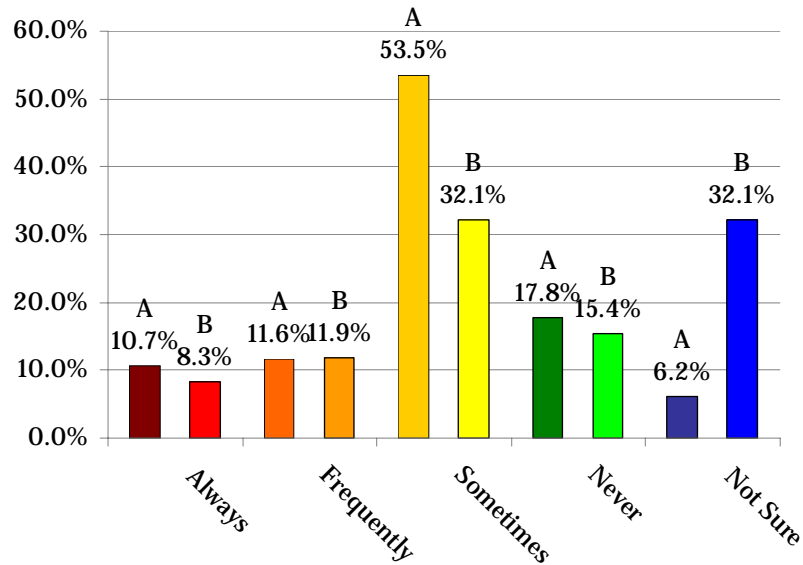
School B



q3

The graph below of comparatives between School A and B In student development reveal a similar pattern of minimal involvement in transition planning.

Figure 4.7 Student Development Combination Graph



Family Involvement Data

Sub-Question 2: What are the respondent's perceptions of family involvement implementation in the transition planning process?

The second research question focuses on respondent's perceptions of family involvement implementation in the transition planning process. Family Involvement activities are coupled with parent and family involvement the planning and delivering of education and transition service. Family centered training and family

empowerment actions increase the ability of family members to work effectively with educators and other service providers.

The data collection chart below is the result of the coding of qualitative responses from the extended response question relating to family involvement.

Figure 4.9 School B Family Involvement Coding Results

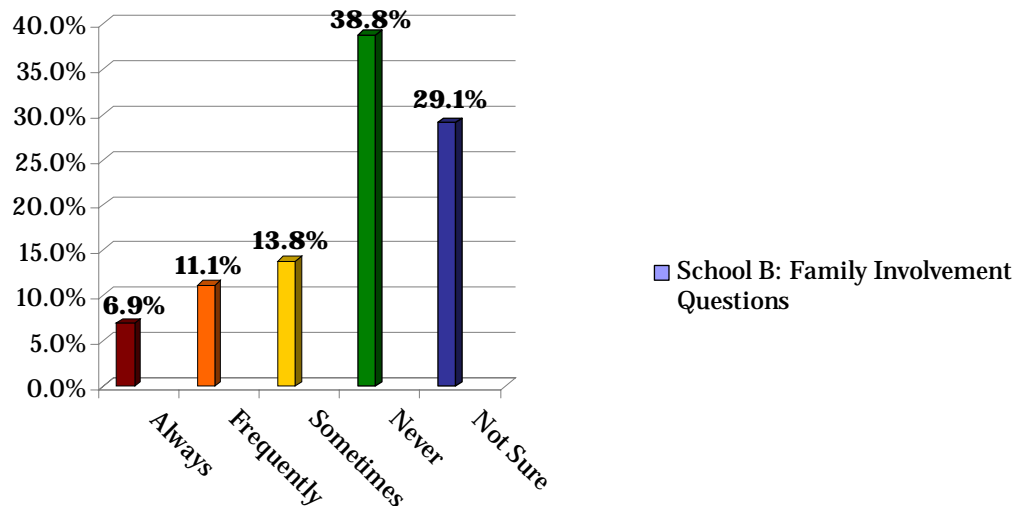
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	T
FI													
P													0
N			1										1
NU						1							1
<i>Coding Rule Abbreviations</i> R = Respondent; P = Positive; N = Negative; U= Neutral ; T= Total; FI = Family Involvement													

There was minimal feedback relating to family involvement. Of the two respondents who had comments relating to family involvement, one expressed negative feedback and one expressed neutral feedback. Representative of this section a prototypical quote is illustrated by the following: “We have team meeting throughout the year to discuss transition with student and parent.”

As a result of the Self-Assessment Checklist responses relating to family involvement, School B’s percentage of respondents choosing always or frequently when family involvement is questioned was

found to be 38.8% felt there was never any family involvement in the Transition planning process.

Figure 4.10 School B Family Involvement Graph



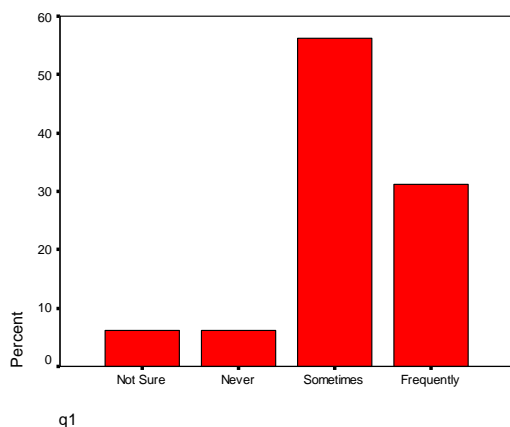
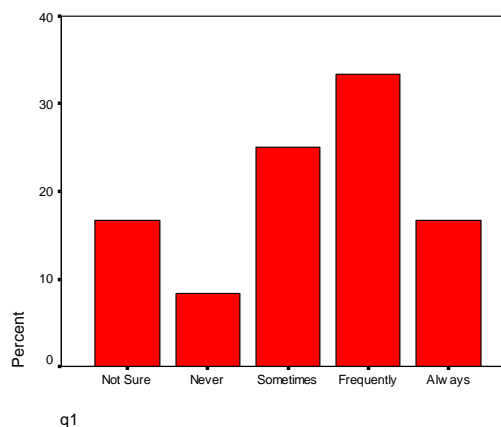
The researchers identified two questions representative of family involvement within Kohler's model which has been discussed below.

The following family involvement chart and graph indicates that parents appear to be less involved in the transition planning process with respondents from School A (always or frequently) as compared to School B, 33.3%- 50.0 % respectively.

Family Involvement question 1: *Are parents involved in their child's transition planning process?*

Figure 4.11 Family Involvement Question 1 Chart

	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	1	6.3	2	16.7
Never	1	6.3	1	8.3
Sometimes	9	56.3	3	25.0
Frequently	5	31.3	4	33.3
Always	0	0.0	2	16.7
Total	16	100.0	12	100.0

Figure 4.12 Family Involvement Question 1 Graphs**School A****School B**

The following results reveal a meaningful difference in the dissemination of transition planning regarding respect of cultural diversity with School A not reporting always or frequently (0%) and 43.8% claiming never or not sure and in contrast School B shows more than half (58.4) stating the affirmative with always or frequently. Family Involvement question 2: *Do we provide information to students and parents about the transition planning*

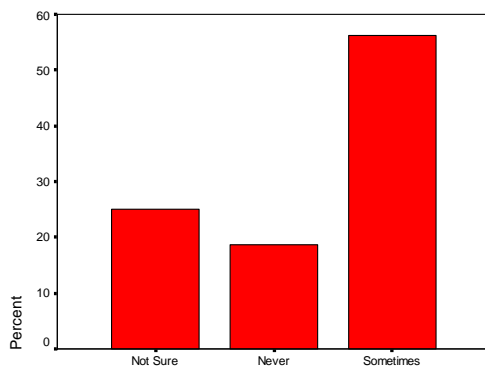
process that respects cultural diversity and is available in a variety of formats?

Figure 4.13 Family Involvement Question 2 Charts

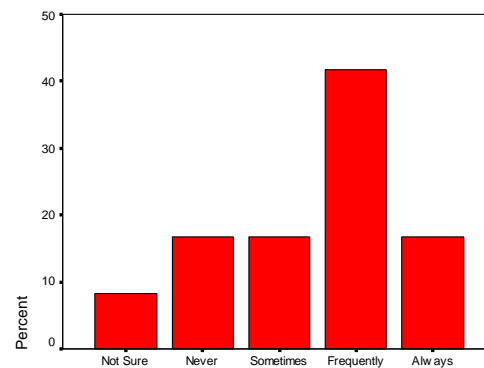
	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	4	25.0	1	8.3
Never	3	18.8	2	16.7
Sometimes	9	56.3	2	16.7
Frequently	0	0.0	5	41.7
Always	0	0.0	2	16.7
Total	16	100.0	12	100.0

Figure 4.14 Family Involvement Question 2 Graphs

School A

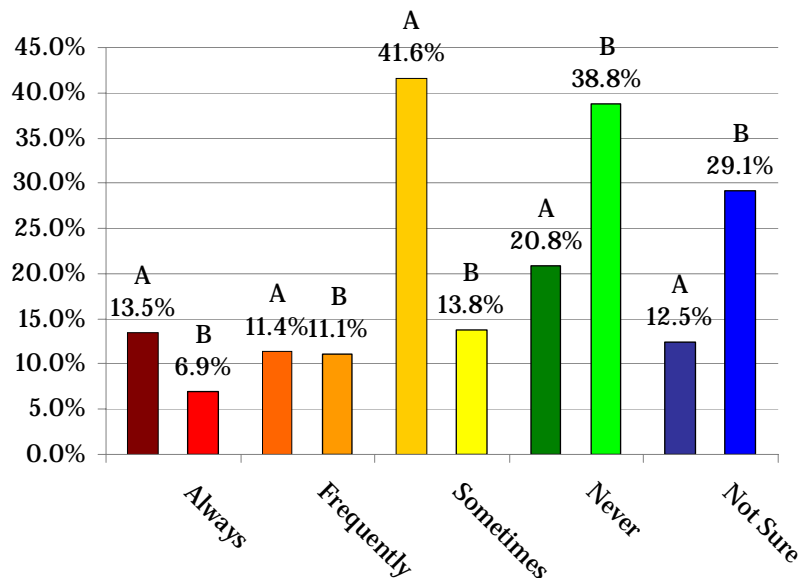


School B



In side by side comparison the two schools reveal relative similar always and frequently feedback. Discrepancies between School A and B can be seen with the selection of sometimes, never and not sure with a high percentage of School A selecting sometimes and School B selecting never and not sure.

Figure 4.15 Family Involvement Combination Graph



Program Structure Data

Sub-Question 3: *What are the respondent's perceptions of program structure implementation in the transition planning process?*

The third research question focuses on respondent's perceptions of program structure implementation in the transition planning process. Program structures include aspects that relate to efficient and effective delivery of transition-focused education and services, including philosophy, strategic planning, policy, evaluation, and human resource development. The belief is that the structures of a school provide the framework for a transition viewpoint.

The data collection chart below is the result of the coding of qualitative responses from the extended response question relating to program structure.

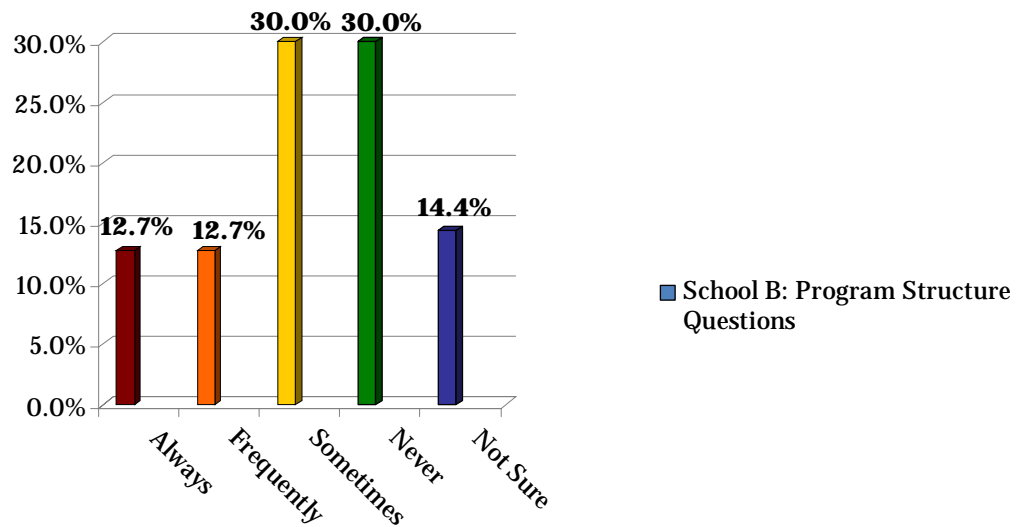
Figure 4.16 School B Program Structure Coding Results

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	T
PS													
P				1									1
N		1		2			1	1		3			8
NU					1								1
<i>Coding Rule Abbreviations</i> R = Respondent; P = Positive; N = Negative; U= Neutral ; T= Total; PS = Program Structure													

Of the six respondents who had comments relating to program structure, five expressed negative feedback. Representative of this section a prototypical quote is illustrated by the following: “Outcomes are affected by student compliance, and even more importantly, budgetary considerations. The plan looks and sounds good on paper but applying the necessary transition requirements even though it is law to me is nearly impossible.”

As a result of the Self-Assessment Checklist responses relating to program structure, School B only 12.7% felt that program structure was always being adhered to for transition planning as depicted in the graph below.

Figure 4.17 School B Program Structure Graph



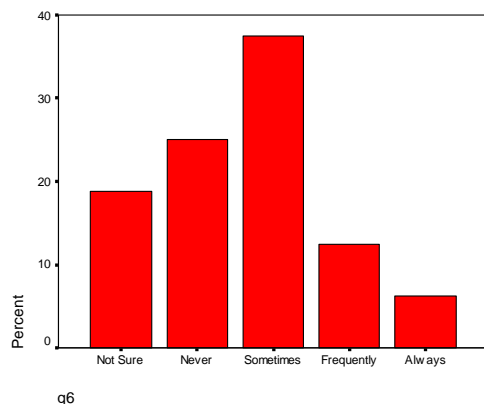
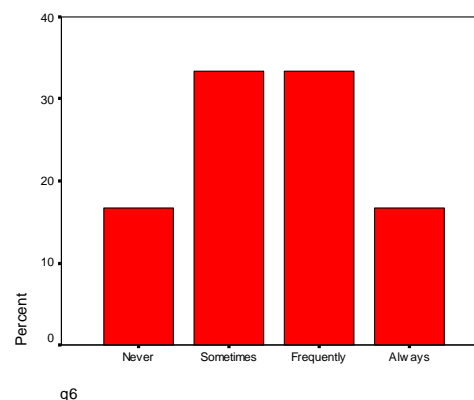
The researchers identified two questions representative of program structure within Kohler's model which has been discussed below.

In regarding program structure School A revealed less than 1 in 5 (18.8%) reported teaching lessons that correlates to post-school outcomes (always or frequently) however more than twice as many respondents from School B (50%) reported on the same criteria.

Program Structure question 6: *Do we seek ways to ensure that the maximum amount of time during the school day is devoted to teaching and learning that supports the students post-school outcomes?*

Figure 4.18 Program Structure Question 6 Chart

	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	3	18.8	0	0.0
Never	4	25.0	2	16.7
Sometimes	6	37.5	4	33.3
Frequently	2	12.5	4	33.3
Always	1	6.3	2	16.7
Total	16	100.0	12	100.0

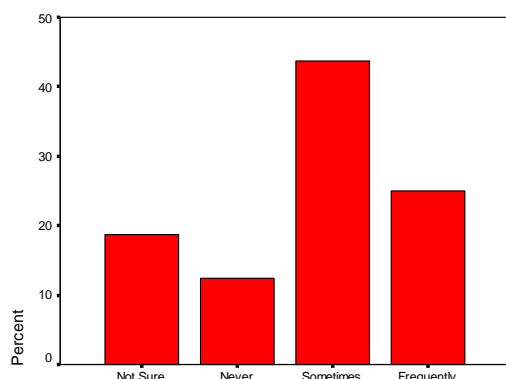
Figure 4.19 Program Structure Question 6 Graphs**School A****School B**

The results below reveal greater compliance for School B in providing community based lessons than School A (41.6%-25.0 % respectively).

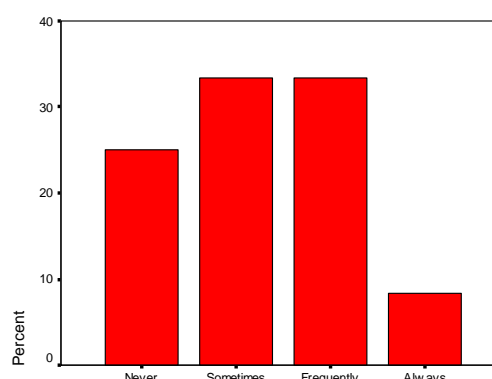
Program Structure question 7: *Do we provide instruction that is community based?*

Figure 4.20 Program Structure Question 7 Charts

	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	3	18.8	0	0.0
Never	2	12.5	3	25.0
Sometimes	7	43.8	4	33.3
Frequently	4	25.0	4	33.3
Always			1	8.3
Total	16	100.0	12	100.0

Figure 4.21 Program Structure Question 7 Graphs**School A**

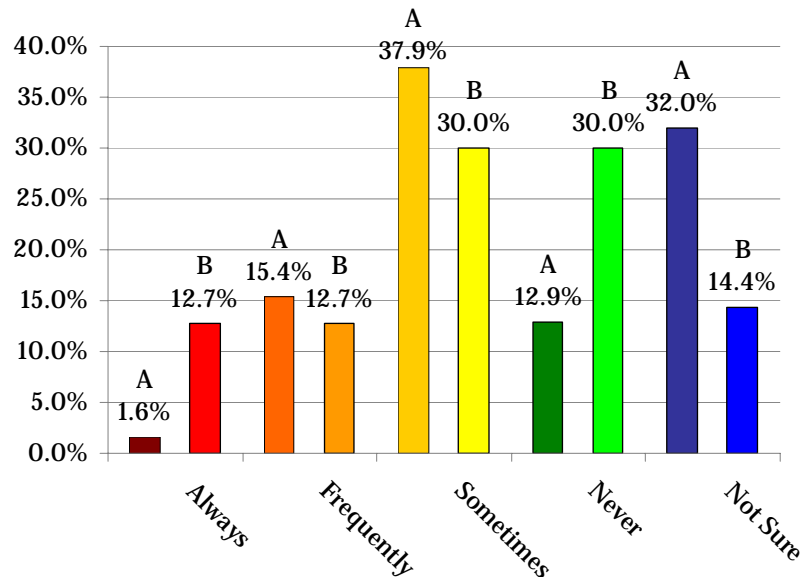
q7

School B

q7

In side by side comparison below less than 20% of School A and slightly more than 25% of School B reported program structure was always or frequently followed in regards to Kohler's model for transition planning.

Figure 4.22 Program Structure Combination Graph



Interagency Collaboration Data

Sub-Question 4: *What are the respondent's perceptions of interagency collaboration implementation in the transition planning process?*

The fourth research question focuses on respondent's perceptions of interagency collaboration implementation in the transition planning process. Interagency Collaboration focuses on facilitating involvement of community businesses, organizations, and agencies in all aspects of transition-focused education. Interagency Collaboration is instilled by interagency agreements that clearly articulate roles, responsibilities, communication strategies, and a

collaborative framework that enhance curriculum and program development.

The data collection chart below is the result of the coding of qualitative responses from the extended response question relating to interagency collaboration.

Figure 4.23 School B Interagency Collaboration Coding

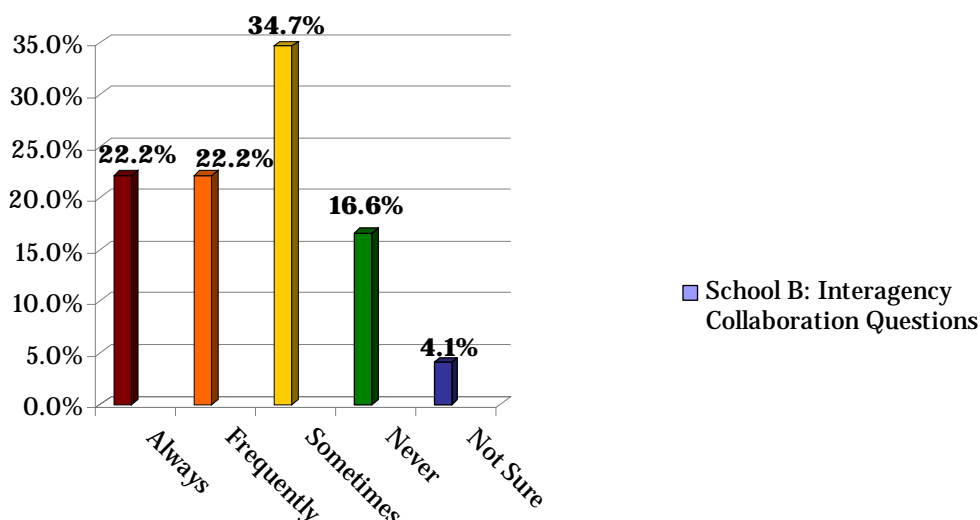
Results

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	T
IC													
P													0
N													0
NU									1				1
<i>Coding Rule Abbreviations</i> R = Respondent; P = Positive; N = Negative; U= Neutral ; T= Total; IC = Interagency Collaboration													

Only one respondent had any comment relating to interagency collaboration, expressing neutral feedback. Representative of this section a prototypical quote is illustrated by the following: “The students discuss and identify appropriate employee behaviors and responsibilities necessary for successful employment.”

As a result of the Self-Assessment Checklist the graph below represents responses relating to interagency collaboration, School B reported nearly 45% always or frequent involvement with interagency collaboration as depicted on the graph below.

Figure 4.24 School B Interagency Collaboration Graph

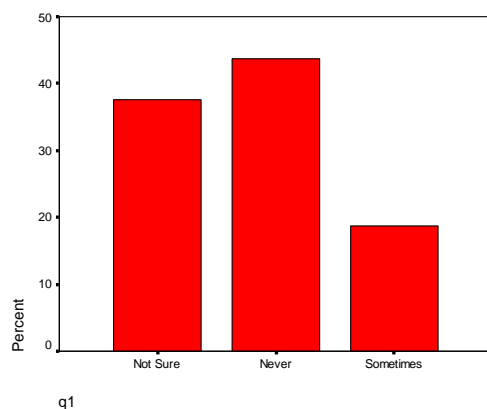
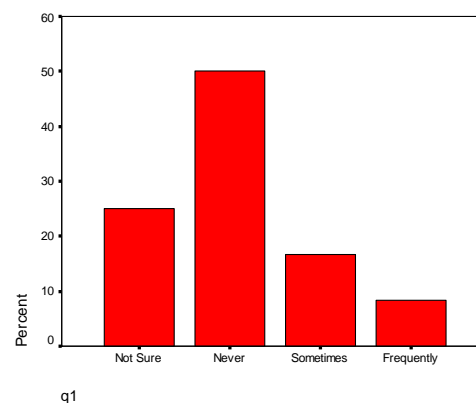


The researchers identified two questions representative of interagency collaboration within Kohler's model which has been discussed below. In regard to interagency collaboration both schools A and B display little or no involvement with community members in the transition planning process stating never or not sure in responding to this issue 81.3%-75.0% respectively.

Interagency Collaboration question 1: *Are community members directly involved with program planning, development and implementation of transition programs and services?*

Figure 4.25 Interagency Collaboration Question 1 Chart

	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	6	37.5	3	25.0
Never	7	43.8	6	50.0
Sometimes	3	18.8	2	16.7
Frequently	0	0.0	1	8.3
Always	0	0.0	0	0.0
Total	16	100.0	12	100.0

Figure 4.26 Interagency Collaboration Question 1 Graphs**School A****School B**

Similar low compliance were reported when the issues of school or community partnerships were inquired as both School A and School B responding with always or frequently 12.5 % and 8.3% respectively.

Interagency Collaboration question 3: *Do we use school/community partnerships to provide supportive assistance to all students?*

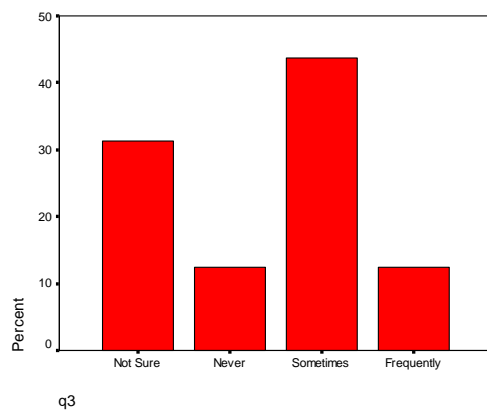
Figure 4.27 Interagency Collaboration Question 3 Charts

School A

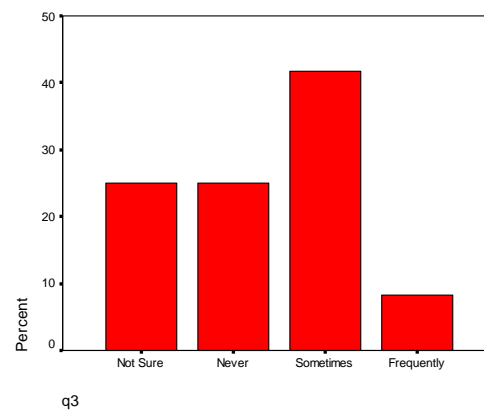
	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	5	31.3	3	25.0
Never	2	12.5	3	25.0
Sometimes	7	43.8	5	41.7
Frequently	2	12.5	1	8.3
Total	16	100.0	12	100.0

Figure 4.28 Interagency Collaboration Question 3 Graphs

School A

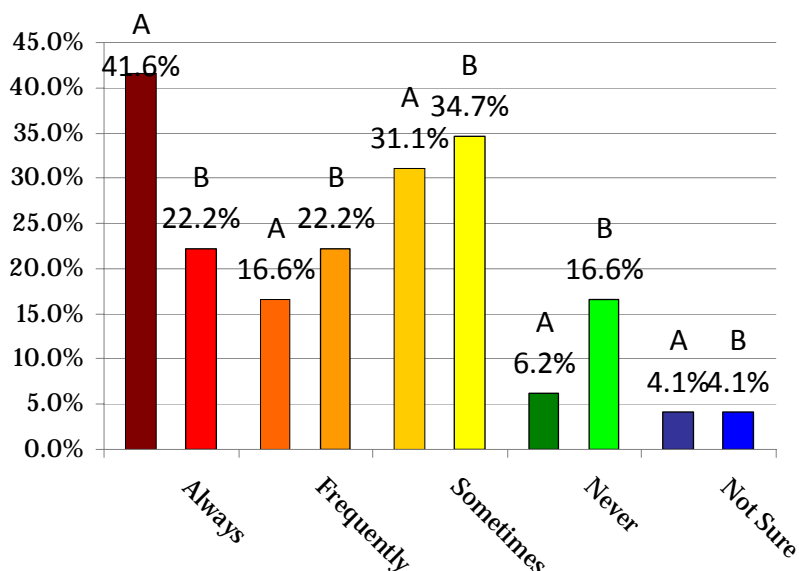


School B



The graph below depicts a side by side comparison of both School A and B's involvement in interagency collaboration. This comparison reveals that School A's respondents reported more interagency collaboration than School B.

Figure 4.29 Interagency Collaboration Combination Graph



Student-Focused Planning Data

Sub-Question 5: *What are the respondent's perceptions of student-focused planning implementation in the transition planning process?*

The fifth research question focuses on respondent's perceptions of student-focused planning implementation in the transition planning process. Student-Focused Planning involves facilitating students' self determination to develop Individual Education Programs based on post-secondary goals and interests.

The data collection chart below is the result of the coding of qualitative responses from the extended response question relating to student-focused planning.

Figure 4.30 School B Student-Focused Planning Coding

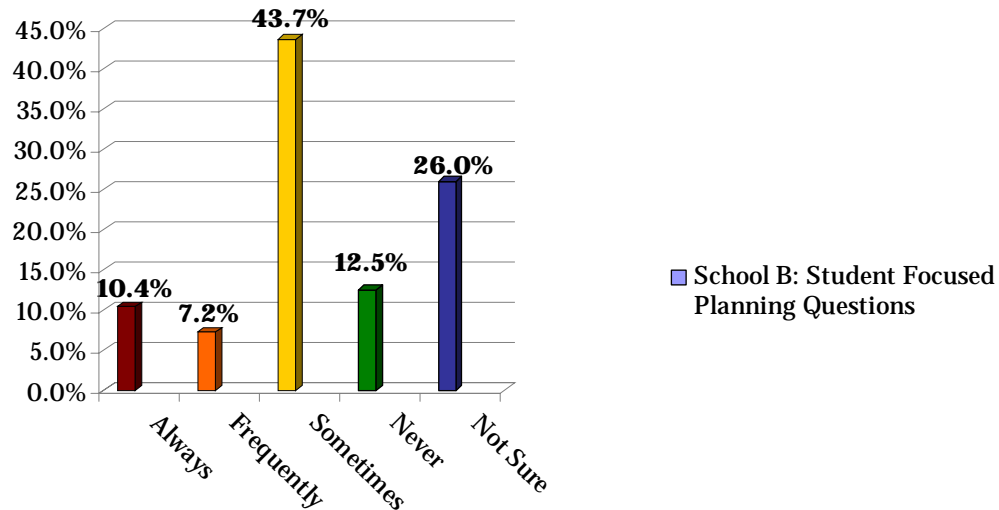
Results

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	T
SFP													
P					1	1							2
N				1									1
NU								1	1				2
<i>Coding Rule Abbreviations</i> R = Respondent; P = Positive; N = Negative; U= Neutral ; T= Total; SFP = Student Focused Planning													

Of the five respondents who had comments relating to student-focused planning, two expressed positive feedback. Representative of this section a prototypical quote is illustrated by the following: “We work toward making outcomes realistic.”

As a result of the Self-Assessment Checklist responses relating to student-focused planning, School B revealed nearly a low percentage (17.6%) having a favorable view when student-focused planning.

Figure 4.31 School B Student Focused Planning Graph



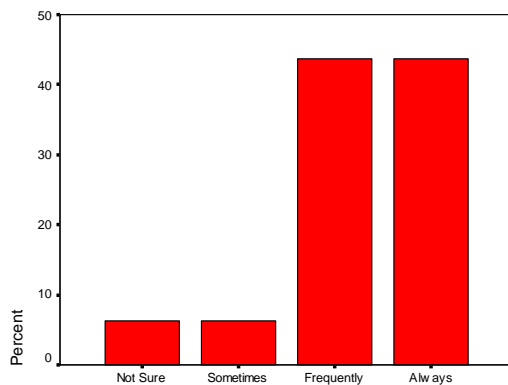
The researchers identified two questions representative of student-focused planning within Kohler's model which has been discussed below.

The following student-focused planning chart and graph found high compliance for School A and B (87.6; 91.7 respectively) regarding the appropriate and accurate compliance of each student's I.E.P.

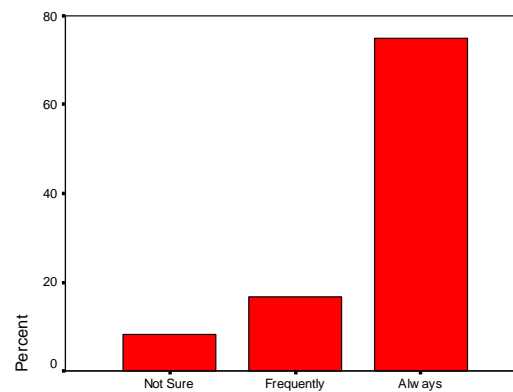
Student Focused Planning question 1: *Does every student have an Individualized Education Program that reflects his/her interests, needs and abilities?*

Figure 4.32 Student Focused Planning Question 1 Chart

	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	1	6.3	1	8.3
Never	0	0.0	0	0.0
Sometimes	1	6.3	0	0.0
Frequently	7	43.8	2	16.7
Always	7	43.8	9	75.0
Total	16	100.0	12	100.0

Figure 4.33 Student Focused Planning Question 1 Graphs*School A*

q1

School B

q1

The following results reveal involving students in the transitional component of the IEP process with notably higher participation (always or frequently) in School A (62.6%) than School B (34.1%).

Student Focused Planning question 4: *Do we promote the active involvement of all of our students in planning and implementing the transition components of their IEP?*

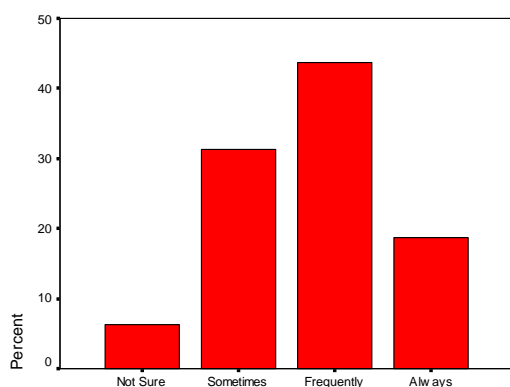
Figure 4.34 Student Focused Planning Question 4 Charts

School A

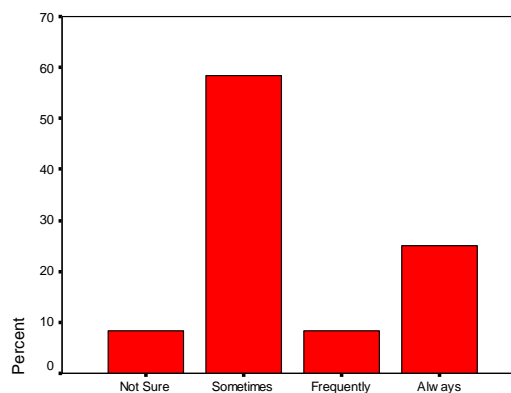
	Frequency School A	Percent School A	Frequency School B	Percent School B
Not Sure	1	6.3	1	8.3
Sometimes	5	31.3	7	58.3
Frequently	7	43.8	1	8.3
Always	3	18.8	3	25.0
Total	16	100.0	12	100.0

Figure 4.35 Student Focused Planning Question 4 Graphs

School A

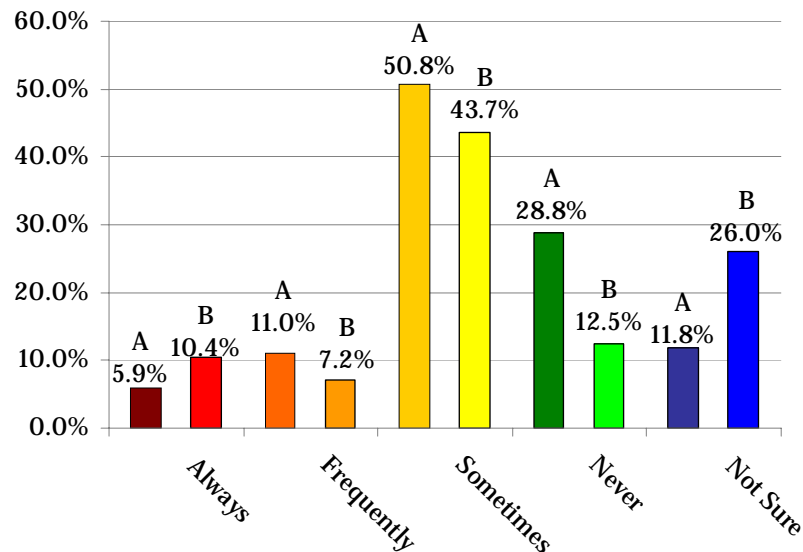


School B



The graph below displays the similarity in distribution of School A and School B when offered the options of always, frequently, sometimes, never and not sure.

Figure 4.36 Student Focused Planning Combination Graph



Summary of Findings

Based on the coding results of the prototypical quotes regarding Transition planning there were observable qualitative discrepancies regarding Kohler's Taxonomy. The overall totals reveal a consistency of negative feedback over 50% in both School A and School B when asked for their individual analysis of the Transition planning process.

Based on the coding results of the Checklist for Self-Assessment regarding Transition planning there were visible quantitative discrepancies regarding Kohler's Taxonomy. When looking at Student Focused Planning there was a similarity in distribution of responses with both reporting less than 20% consistence with this component of

taxonomy. Discrepancies between School A and School B were present with Family Involvement. Although both schools revealed low positive responses; School B was considerably higher in negative feedback. Respondents from both facilities expressed a high degree of sporadic involvement in the area of Program Structure. In regards to Interagency Collaboration, School A had predominantly greater involvement than School B. Though both were reported less than 60% compliance to this issue. When evaluating Student Development, both facilities stated that their highest percentage as only, “*Sometimes*” occurring.

Chapter V

Summary and Findings

Commonly faced issues for students nearing graduation include pursuing vocational training or academic education, getting a job, and living independently. In the case with students with disabilities, the choices may be more complex and require a great deal of planning. Special education students are graduating high school with documentation on the completion of transition planning, however, student outcomes have not been effectively evaluated.

Stakeholders' perceptions of the evaluation of student outcomes often fail to meet the goals of written post secondary transition planning in terms of successfully transitioning students into society.

The purpose of this study was to determine if the Kohler model is being utilized to effectively implement and comply with transition planning requirements. The main research question addressed by this study involved the coherence and compliance to Kohler's taxonomy for successful transition planning in two schools studied (School A and School B). This researcher, evaluating School B, attempted to identify evidence where disconnects in the process may have occurred. To ascertain evidence that provides some proof in

responding to this concern, this study involved research and review of archival transition planning documents currently utilized in special education programs. The researchers used these archival documents to identify patterns, themes and discrepancies of the Kohler model as a framework for determining successful transition planning.

It is the opinion of this researcher that in respect to the use of the Kohler model, application was not consistently followed.

Numerous areas of disconnects within the model and sporadic involvement on a number of factors appeared to be the norm rather than the exception. In addition, the model was not adhered to with dependable compliance or coherence as was evident from examples that were apparent in the ensuing data researched and reported.

Conclusions

According to the results presented in Chapter IV there were some areas of moderate compliance to the Kohler model, but all were found to be in need of considerable improvement if full compliance to the Kohler model is desired. A prototypical quote from chapter IV exemplifies this issue: "The plan looks and sounds good on paper but applying the necessary transition requirements even though it is law to me is nearly impossible." Popkewitz in discussing his politics of

schooling states “within an illusory framework a facade is created by the artificial design of the schools” (Popkewitz 1982). It is within this framework that School B appears to have been aligned. It is believed that School B and its stakeholders had positive intentions in pursuit of successful student transition planning, however, problems reported from the extended response question were discovered that made this desirable goal unattainable, at least in this instance.

It must be stated that from the results attained in this research that there was no determination of culpability that can be concluded from this study, and School B with its stakeholders appears to promote the need and use of transition planning for classified special education students. However, in the quest to provide transition services to its specials education population, it might be in the best interest of students for School B to consider stronger compliance to the Kohler model or consider an alternative model that can be applied with greater adherence and compliance to attain the goal for all students for successful transitional planning.

An Alternative Model

In the interest of transition planning at School B, this researcher will suggest the outline of model that might better serve

their needs. The transition planning model illustrated below begins with the student as the focal point. From the student an interest inventory can be conducted either with a standardized vocational interest survey and/or with a facility generated interest survey that allows for factors that specifically pertain to that program and its available options.

As it is common for student interests not to align with cognitive abilities, standardized testing from both achievement and cognitive skills would be necessary to determine to what level and extent a student's interests can be perused as stated or in need of assisted direction. For example, a student may state he wants to be a veterinarian, not understanding the stringent educational requirements. In reality the vocational interest is actually a love of animals, an interest that allows many alternative career paths, (i.e. animal shelter, pet shop, or a zoo).

It is imperative for the school to be able to take the two aforementioned areas and create an academic and/or vocational program that successfully combines both interests and abilities of each student. Thus, academic programming must allow for some

individualized compliance. This can be accomplished within minimal alterations of present student's schedules.

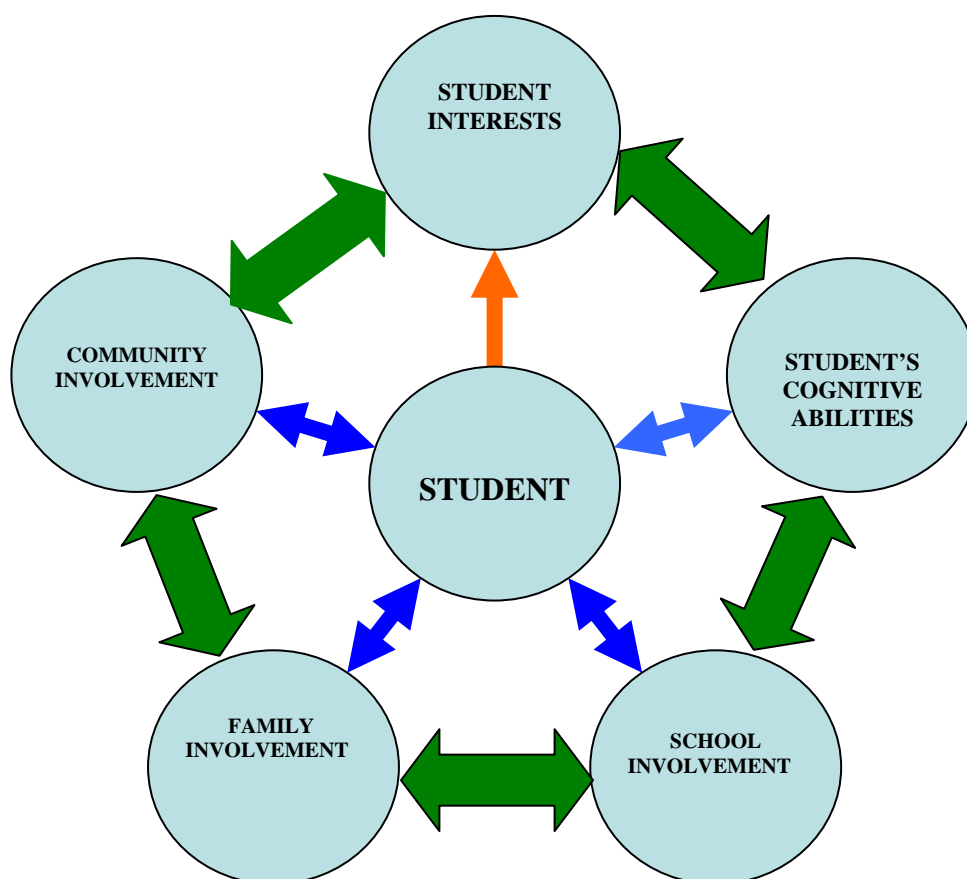
Without family involvement and support, the chance for successful transition planning cannot be accomplished. Parents need to be kept informed and included through each step of the process. Their insight and concerns for their child need to be given paramount consideration during the process.

Finally, the community needs to be investigated regarding what it can contribute to the process for each student and subsequent interest. This can include vocational opportunities, as well as further continuation of educational and academic goals.

The process that begins with the student is to be viewed as a continuous multi-directional process as any of the following five areas; Student Interests, Student Cognitive Abilities, Family Involvement and Community Involvement must be able to be adjusted and altered as needed. The model needs to remain flexible to allow for changes and revisions as needs arise and revisited often as the method is to be viewed as ongoing and continuous.

Figure 5.1

AN ALTERNATIVE TRANSITION PLANNING MODEL FOR SPECIAL
EDUCATION STUDENTS



Considerations for Further Research

In order to help determine if present findings are representative of other secondary special education programs future researchers might find it useful to utilize a larger number of academic programs that can be considered in determining if these research findings align with stakeholder's responses in parallel and in dissimilar academic special education secondary programs. In addition this study found no indication how the facility, (School B) intended to confirm compliance and coherence in completing transition planning throughout the process. Whether with the adherence to the Kohler or an alternative model it appears that it would be in the best interests of academic programs to coordinate a structured process of how transition planning is instituted and the need for consistent periodic follow-up and review.

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APPENDIX A

IDEA Secondary Transition Regulations

IDEA Regulations **SECONDARY TRANSITION**

The reauthorized *Individuals with Disabilities Education Act (IDEA)* was signed into law on Dec. 3, 2004, by President George W. Bush. The provisions of the act became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a “highly qualified teacher” that took effect upon the signing of the act. The final regulations were published on Aug. 14, 2006. This is one in a series of documents, prepared by the Office of Special education and Rehabilitative Services (OSERS) in the U.S. Department of Education that covers a variety of high-interest topics and brings together the regulatory requirements related to those topics to support constituents in preparing to implement the new regulations.¹ This document addresses significant changes from preexisting regulations to the final regulatory requirements regarding secondary transition.

IDEA Regulations

1. Add “further education” of children with disabilities to the IDEA’s purposes.

The purposes of IDEA include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.
[34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

2. Refer to a “child” instead of a “student.”

The definition of “transition services” is changed to refer to a “child,” rather than a “student,” with a disability.
[34 CFR 300.43] [20 U.S.C. 1401(34)]

3. Change the definition of “transition services.”

The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a

disability to facilitate the child's movement from school to post-School Activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-School Adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

4. Require changes to performance goals and indicators.

The State has established goals for the performance of children with disabilities in the State that ... address graduation rates and dropout rates, as well as such other factors as the State may determine.

[34 CFR 300.157(a)(3)] [20 U.S.C. 1412(a)(15)(A)(iii)]

5. Establish an exception to requirements for evaluation before a change in eligibility.

The evaluation described in §300.305(e)(1) [see 20 U.S.C. 1414(c)(5)(B)(i)] is not required before the termination of a child's eligibility under Part B due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.

[34 CFR 300.305(e)(2)] [20 U.S.C. 1414(c)(5)(B)(i)]

For a child whose eligibility under Part B terminates under circumstances described above, the LEA shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

[34 CFR 300.305(e)(3)] [20 U.S.C. 1414(c)(5)(B)(ii)]

6. Change the secondary transition requirements in the IEP.

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the child in reaching those goals; and

- Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)]. [34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]

7. Add requirement to invite child to IEP Team meeting when purpose includes

“consideration of postsecondary goals.”

The LEA must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b). [34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]

8. Add development and implementation of transition programs to list of permissible uses of State-level funds under Part B.

States may use funds reserved under §300.704(b)(1) for the development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities. [34 CFR 300.704(b)(4)(vi)] [20 U.S.C. 1411(e)(2)(C)(vi)]

9. Delete requirement that an LEA take other steps if an invited agency does not attend an IEP meeting during which transition services will be discussed.

If a purpose of a child's IEP Team meeting will be the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals, the LEA, to the extent appropriate, and with consent, must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the child's IEP Team meeting. However, if the participating agency does not attend the meeting, the LEA is no longer required to take other steps to obtain participation of an agency in the planning of any transition services. [34 CFR 300.321(b)(1) and (3)] [20 U.S.C. 1414(d)(1)]

10. Add requirement for consent prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a child's IEP Team meeting.

To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of §300.321(b)(1), the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

[34 CFR 300.321(b)(3)]

APPENDIX B

Archival Transition Level 1 Assessments

LEVEL 1 ASSESSMENT – TRANSITION PLANNING STUDENT INTERVIEW

PERSONAL DATA:

Name:

Facility:

DOB:

Age:

District:

Interviewer:

Date(s) of Interview:

- ☐ This student's disabilities prevent him/her from verbally responding to these interview questions. Responses were obtained through observation by the integrated service delivery team and family, and recorded by an Eastern Suffolk BOCES staff member.

I. SOCIAL SKILLS:

1. What do you do on your free time after school and weekends?
2. Do you belong to any clubs or are you involved in any activities?
3. Do you get along with teachers? ☐ Yes ☐ No ☐ Unsure
4. Do you get along with classmates? ☐ Yes ☐ No ☐ Unsure
5. Do you socialize with friends outside of school? ☐ Yes ☐ No ☐ Unsure
6. Additional comments:

II. PHYSICAL DEVELOPMENT:

1. Do you like physical education in school? ☐ Yes ☐ No ☐ Unsure
2. Do you play any sports in school or in the neighborhood?
If so, what are they? ☐ Yes ☐ No ☐ Unsure
3. Do you enjoy art?
If so, what do you like to draw? ☐ Yes ☐ No ☐ Unsure
4. Do you play video games? ☐ Yes ☐ No ☐ Unsure
5. Do you enjoy music? ☐ Yes ☐ No ☐ Unsure

6. Do you have any physical/medical concerns? ☐ Yes ☐ No ☐ Unsure

7. Additional comments:

III. ACADEMIC / VOCATIONAL SKILLS:

1. What do you see as your strengths, gifts, and talents?
2. Tell me some things you do not like to do or are hard for you to do?
3. What do you think you need to work on this school year? (getting along with friends, learning math, learning a job skill, getting along with family).
4. What class or classes in school have you enjoyed that can help you be successful in your life or job?

5. How do you learn best?

- | | |
|--|--|
| <input type="checkbox"/> by seeing | <input type="checkbox"/> by doing something hands on |
| <input type="checkbox"/> by hearing information | <input type="checkbox"/> by working with others |
| <input type="checkbox"/> by seeing and hearing information | <input type="checkbox"/> other (specify): |

6. Academic Skills: (Check one)

Observing Skills:

Can you learn from pictures, diagrams, models, demonstrations? ☐ Yes ☐ No ☐ Unsure

Listening Skills:

Can you listen carefully and completely to work instructions? ☐ Yes ☐ No ☐ Unsure

Speaking Skills:

Can you verbally express your ideas and questions to others? ☐ Yes ☐ No ☐ Unsure

Reading Skills:

Can you read and understand signs, product directions, lessons? ☐ Yes ☐ No ☐ Unsure

Writing Skills:

Can you take notes in class; write answers on a test, essay? ☐ Yes ☐ No ☐ Unsure

Math Skills:

Can you add, subtract, multiply, divide, tell time, count money? ☐ Yes ☐ No ☐ Unsure

Do you attend regularly and are you on time for class? ☐ Yes ☐ No ☐ Unsure

Do you participate in class? ☐ Yes ☐ No ☐ Unsure

Do you complete homework and class work? ☐ Yes ☐ No ☐ Unsure

Do you study for tests? ☐ Yes ☐ No ☐ Unsure

7. Do you expect to graduate from high school? ☐ Yes ☐ No ☐ Unsure

8. Additional comments:

IV. PERSONAL MANAGEMENT / INDEPENDENT LIVING:

1. What is your disability?

2. What do you see as a major challenge in your life?
3. Do you have any medical concerns that affect your health and safety?
4. Who do you live with?
5. When you get older, where would you like to live?
6. Do you want to live on your own? ☐ Yes ☐ No ☐ Unsure
7. How would you support yourself?
8. Do you attend your Committee of Special Education meetings?
Will you in the future? ☐ Yes ☐ No ☐ Unsure
☐ Yes ☐ No ☐ Unsure
9. Can you advocate for yourself (speak up)? ☐ Yes ☐ No ☐ Unsure
With adults ☐ Yes ☐ No ☐ Unsure
With friends ☐ Yes ☐ No ☐ Unsure
With your parents ☐ Yes ☐ No ☐ Unsure
10. What accommodations do you think you need to be successful in school or your job?
☐ assistive technology ☐ special location for testing
☐ extended time ☐ large print
☐ questions or tests read ☐ 2nd set of books
☐ calculator ☐ special seating
☐ other (specify):
11. Transportation:
 Will you get a driver's license? ☐ Yes ☐ No ☐ Unsure
 Can you access public transportation? ☐ Yes ☐ No ☐ Unsure
 Do you feel comfortable riding a bus? ☐ Yes ☐ No ☐ Unsure
 Do you feel comfortable riding a train? ☐ Yes ☐ No ☐ Unsure
12. Do you or will you have a bank account? ☐ Yes ☐ No ☐ Unsure

V. POST SECONDARY GOALS:

1. What do you see as your education/training goals?
- ☐ To enter a 4-year college to study
- ☐ To enter a 2-year college to study
- ☐ To enter a vocational training program to study
- ☐ To enter an adult education or continuing education program to study
- ☐ To enter a day habilitation program.
- ☐ To enter a vocational training program with an adult service provider.
- ☐ To seek further training with an adult service provider to obtain a higher level of independence in daily living skills.
- ☐ To receive training in the military.
- ☐ To receive job coaching through VESID or OPWDD.
- ☐ Other

2. What do you see as your employment goals?

- ☐ To participate in competitive employment as
- ☐ To participate in supported employment.
- ☐ To participate in a sheltered workshop.
- ☐ To participate in day treatment.
- ☐ To participate in the Armed Forces.
- ☐ To enter a day habilitation program.
- ☐ To participate in day treatment and/or rehabilitation program.

3. What do you see as your community living goals?

- ☐ To live in a group home upon graduation.
- ☐ To live in a residential facility upon graduation.
- ☐ To live with family members upon graduation.
- ☐ To live independently upon graduation.
- ☐ To live in an Intermediate Care Facility (ICF).
- ☐ To live on campus.
- ☐ To live in military housing.

Transition Planning – Student Interview

Student Name:

Date:

TO BE COMPLETED BY INTERVIEWER:

How realistic are the student's goals, perceptions and awareness of self, and abilities/disabilities?

What can the educational team do to help this student achieve his/her post school outcomes?

/lc

Revised 8/26/10

LEVEL 1 ASSESSMENT – TRANSITION PLANNING
PARENT/GUARDIAN INTERVIEW

PERSONAL DATA:

Name:

Facility:

DOB:

Age:

District:

Interviewer:

Date(s) of Interview:

I. SOCIAL SKILLS:

1. What social strengths does your child exhibit?
2. What are some social interests your child has?
3. Please answer yes, no, or N/A to the following questions.

Does your child work in a group setting appropriately?

☐ Yes ☐ No ☐ N/A

Does your child prefer to work alone?

☐ Yes ☐ No ☐ N/A

Does your child initiate interaction?

☐ Yes ☐ No ☐ N/A

Does your child initiate joining a group?

☐ Yes ☐ No ☐ N/A

Is your child accepting of supervision?

☐ Yes ☐ No ☐ N/A

Is your child accepting of correction?

☐ Yes ☐ No ☐ N/A

Does your child display good manners?

☐ Yes ☐ No ☐ N/A

Is your child aware of social space?

☐ Yes ☐ No ☐ N/A

Can your child establish eye contact?

☐ Yes ☐ No ☐ N/A

Is your child willing to accept help from others?

☐ Yes ☐ No ☐ N/A

Does your child offer to help others?

☐ Yes ☐ No ☐ N/A

Does your child display an appropriate sense of humor?

☐ Yes ☐ No ☐ N/A

4. Additional comments:

II. PHYSICAL DEVELOPMENT:

1. Do you have any medical concerns that affect the health and the safety of your child?
2. Does your child have any physical limitations?
3. What modifications do you feel your child would need due to their disability?

III. ACADEMIC / VOCATIONAL SKILLS:

1. In what kinds of jobs/activities does your son/daughter seem interested in?

2. What do you see as your child's academic strengths and preferences?

3. Please answer yes, no, or N/A to the following questions.

Does your child attend to familiar task?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does your child have a high frustration low tolerance level?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does your child recognize errors and self corrects?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does your child sustain a steady work pace?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does your child have good attendance at school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Is your child punctual?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Is your child able to adapt well to change in work space?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does your child take pride in their work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does your child display work initiative?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
What supports do you think your child will need for independent living?			

4. Additional comments:

IV. PERSONAL MANAGEMENT / INDEPENDENT LIVING:

1. If applicable, what responsibilities does your child presently have at home?

2. Following graduation from the public school, what do you think your son/daughter's living situation will be?

<input type="checkbox"/> at home	<input type="checkbox"/> foster home
<input type="checkbox"/> apartment with support	<input type="checkbox"/> group home
<input type="checkbox"/> independent apartment	<input type="checkbox"/> residential placement
<input type="checkbox"/> other (specify):	

3. In which of the following areas does your child need instruction to further their independence?

<input type="checkbox"/> clothing care	<input type="checkbox"/> sex education
<input type="checkbox"/> meal preparation and nutrition	<input type="checkbox"/> household management
<input type="checkbox"/> hygiene/grooming	<input type="checkbox"/> health/first aid
<input type="checkbox"/> use of public transportation	<input type="checkbox"/> consumer skills
<input type="checkbox"/> community awareness	<input type="checkbox"/> interpersonal skills
<input type="checkbox"/> time management/organization	<input type="checkbox"/> safety
<input type="checkbox"/> getting along with others	<input type="checkbox"/> appropriate behaviors
<input type="checkbox"/> self-advocacy	<input type="checkbox"/> problem-solving
<input type="checkbox"/> other (specify):	

4. Will your child be able to travel to and from a job/school alone? ☐ Yes ☐ No

Can he/she learn to travel alone? ☐ Yes ☐ No

If not, what type of transportation will your child have?

5. How does your child spend his/her leisure time?

6. What does your child most enjoy?

7. How do you spend time as a family?
8. What financial supports do you think will be needed after school completion?
- | | |
|---|--|
| <input type="checkbox"/> job income | <input type="checkbox"/> general public assistance |
| <input type="checkbox"/> supplemental security income | <input type="checkbox"/> trust/will |
| <input type="checkbox"/> Medicaid | <input type="checkbox"/> other (specify): |

V. POST SECONDARY GOALS:

1. What do you see as your child's education/training goals?
- ☐ To enter a 4-year college to study
 - ☐ To enter a 2-year college to study
 - ☐ To enter a vocational training program to study
 - ☐ To enter an adult education or continuing education program to study
 - ☐ To enter a day habilitation program.
 - ☐ To enter a vocational training program with an adult service provider.
 - ☐ To seek further training with an adult service provider to obtain a higher level of independence in daily living skills.
 - ☐ To receive training in the military.
 - ☐ To receive job coaching through VESID or OPWDD.
 - ☐ Other
2. What do you see as your child's employment goals?
- ☐ To participate in competitive employment as
 - ☐ To participate in supported employment.
 - ☐ To participate in a sheltered workshop.
 - ☐ To participate in day treatment.
 - ☐ To participate in the Armed Forces.
 - ☐ To enter a day habilitation program.
 - ☐ To participate in day treatment and/or rehabilitation program.
3. What do you see as your child's community living goals?
- ☐ To live in a group home upon graduation.
 - ☐ To live in a residential facility upon graduation.
 - ☐ To live with family members upon graduation.
 - ☐ To live independently upon graduation.
 - ☐ To live in an Intermediate Care Facility (ICF).
 - ☐ To live on campus.
 - ☐ To live in military housing.

LEVEL 1 ASSESSMENT – TRANSITION PLANNING
TEACHER INTERVIEW

PERSONAL DATA:

Name: _____ Facility: _____
DOB: _____ Age: _____ District: _____
Interviewer: _____ Date(s) of Interview: _____

I. SOCIAL SKILLS:

1. List any extra curricular activities that the student participates in.
2. How does the student get along with staff?
3. How does the student get along with peers?
4. Describe the student's social emotional skills.

II. PHYSICAL DEVELOPMENT:

1. Please list and explain any medical or health and safety concerns for the student.
2. Does the student have any physical limitations? If so, explain.
3. Describe any environmental modifications necessary for the student to experience success.

III. ACADEMIC / VOCATIONAL SKILLS:

1. What are the student's academic/vocational strengths?
2. What, if any, career options has the student explored?
3. Is there a specific post-secondary path that the student has expressed interest in or is appropriate for this student?
4. If applicable, does the student have an understanding of why employee behaviors are considered important for successful employment, and does he/she demonstrate these behaviors?
5. What kinds of supports will the student need to be successful?

6. What is the student's learning style?

- | | |
|--|--|
| <input type="checkbox"/> by seeing | <input type="checkbox"/> by doing something hands on |
| <input type="checkbox"/> by hearing information | <input type="checkbox"/> by working with others |
| <input type="checkbox"/> by seeing and hearing information | <input type="checkbox"/> other (specify): |

IV. PERSONAL MANAGEMENT / INDEPENDENT LIVING:

1. Is the student able to articulate his/her disability and its impact on their learning?

2. Is the student able to self advocate?

3. Will the student be able to live independently?

4. Following graduation from the public school, what do you think the student's living situation will be?

- | | |
|---|--|
| <input type="checkbox"/> at home | <input type="checkbox"/> foster home |
| <input type="checkbox"/> apartment with support | <input type="checkbox"/> group home |
| <input type="checkbox"/> independent apartment | <input type="checkbox"/> residential placement |
| <input type="checkbox"/> other (specify): | |

5. In which of the following areas does the student need instruction to further their independence?

Please check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> clothing care | <input type="checkbox"/> sex education |
| <input type="checkbox"/> meal preparation and nutrition | <input type="checkbox"/> household management |
| <input type="checkbox"/> hygiene/grooming | <input type="checkbox"/> health/first aid |
| <input type="checkbox"/> use of public transportation | <input type="checkbox"/> consumer skills |
| <input type="checkbox"/> community awareness | <input type="checkbox"/> interpersonal skills |
| <input type="checkbox"/> time management/organization | <input type="checkbox"/> safety |
| <input type="checkbox"/> getting along with others | <input type="checkbox"/> appropriate behaviors |
| <input type="checkbox"/> self-advocacy | <input type="checkbox"/> problem-solving |
| <input type="checkbox"/> other (specify): | |

6. Transportation:

Will the student be able to travel?

☐ Yes ☐ No ☐ Unsure

Will the student get a driver's license?

☐ Yes ☐ No ☐ Unsure

Can the student access public transportation?

☐ Yes ☐ No ☐ Unsure

Do you feel the student is comfortable riding a bus?

☐ Yes ☐ No ☐ Unsure

Do you feel the student is comfortable riding a train?

☐ Yes ☐ No ☐ Unsure

7. Do you think the student will be able to manage personal finances in the future?

☐ Yes ☐ No ☐ Unsure

V. POST SECONDARY GOALS:

1. What do you see as the student's education/training goals?

- ☐ To enter a 4-year college to study
- ☐ To enter a 2-year college to study
- ☐ To enter a vocational training program to study
- ☐ To enter an adult education or continuing education program to study

APPENDIX C

Glossary

Autism: a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf-Blindness: concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness: a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Emotional Disturbance: a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- Emotional disturbance includes schizophrenia.

(The term does not apply to children who are socially maladjusted.)

Hearing impairment: an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Mental retardation: significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Multiple disabilities: concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

Orthopedic impairment: a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impairment: having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli,

that results in limited alertness with respect to the educational environment, that--

- Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- Adversely affects a child's educational performance.

Special Class: a special class program shall serve students who have similar educational needs in accordance with their individualized education programs. Special class programs shall offer instruction in the core curriculum content standards unless the IEP specifies an alternative curriculum due to the nature or severity of the student's disability. The regular education curriculum and the instructional strategies may be modified based on the student's IEP.

Specific Learning Disability: a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical

calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

- Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment: a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury: an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual,

and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual Impairment: including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

APPENDIX D

Archival Document Checklist for Self-Assessment

Checklist for Self-Assessment

Across the nation, urban, rural and suburban schools are striving to reach higher standards and to improve the academic performance of their students. The *Tools for Schools* teleconference series has been designed to support schools as new State assessments linked to higher learning standards are phased in. Six components that leading national educational experts and high performing schools have found effective in enhancing student performance are featured in this series. This *Checklist for Self Assessment* can assist school administrators, teachers and other school personnel, parents, and the greater school community in reviewing their own teaching and learning environment, and stimulate discussion towards developing strategies to raise standards for student achievement, build capacity to reach the standards, assist students in achieving post-school outcomes, and to answer for results and improve them.

Responsive Leadership	Always	Frequently	Sometimes	Never
♦ Does every student have an Individualized Education Program that reflects his/her interests, needs and abilities?				
♦ Is the student's vision for his/her future clearly communicated to school staff and parents?				
♦ Are parents involved in their child's transition planning process?				
♦ Do we use student data to guide continuous program improvement?				
♦ Are community members directly involved with program planning, development and implementation of transition programs and services?				
♦ Are adult service agencies involved in the transition planning process, if appropriate?				
♦ Are qualified personnel assigned to support effective transition practices?				
♦ Are sufficient resources allocated to support effective transition practices?				

Checklist for Self-Assessment

On-going Staff Development	Always	Frequently	Sometimes	Never
♦ Are teachers, students and parents provided information, materials and training about effective transition practices and their role in the implementation of transition programs and services?				
♦ Do we use community resources that have practical and functional experience to provide on-going staff development?				
♦ Are opportunities provided on a regular and on-going basis for teachers to share strategies to implement effective transition programs and services?				
♦ Do stakeholders provide input on staff development and the transition needs of the diverse students in the classroom?				
♦ Do staff development activities reflect student centered transition planning?				
♦ Are staff development activities monitored and evaluated to determine their effectiveness in sustaining student development?				
♦ Are staff development activities on-going and related to the students' acquisition of skills to be able to live, learn and earn within the community?				
♦ Are community resources accessed in the provision of staff development activities?				

Checklist for Self-Assessment

Engaging/Relevant Curriculum	Always	Frequently	Sometimes	Never
♦ Do we promote the active involvement of all of our students in planning and implementing the transition components of their IEP?				
♦ Are all of our students continuously challenged to participate in the transition planning process?				
♦ Does curriculum provide students with opportunities to make informed choices and become an effective self-advocate?				
♦ Are our instructional activities designed to connect student learning to real life experiences?				
♦ Are all students provided challenging work experiences that enable them to strive to reach their identified post-school outcomes?				
♦ Do we use a variety of learning experiences (i.e., community as well as classroom) to help students strengthen their academic, career, and life skills?				
♦ Do we recognize the diversity of students and the different learning styles in our teaching and learning strategies?				
♦ Do we use technology as an integral part of teaching and learning for all students in our school?				

Checklist for Self-Assessment

Flexible Resources	Always	Frequently	Sometimes	Never
♦ Do we seek ways to ensure that the maximum amount of time during the school day is devoted to teaching and learning that supports the student's post-school outcomes?				
♦ Do we assign independent projects to students that build upon student needs, preferences and interests and motivate them to learn more about specific topics?				
♦ Do we use interest centers or interest groups to make learning accessible and appropriately challenging for all learners?				
♦ Do we use flexible grouping of students to adjust to different learning styles and interests of diverse students?				
♦ Do we target discretionary grants and funds to expand transition programs and services in the school and community?				
♦ Do we provide instruction that is community based?				
♦ Do we seek volunteers as tutors and mentors to help all students achieve successful post-school outcomes?				
♦ Do we use school/community partnerships to provide supportive assistance to all students?				

Checklist for Self-Assessment

Supportive Involvement of Parents and Community	Always	Frequently	Sometimes	Never
♦ Do we provide information to students and parents about the transition planning process that respects cultural diversity and is available in a variety of formats?				
♦ Do we seek the input and the insights of students and parents about individual student needs, preferences and interests when developing post-school outcomes?				
♦ Do we develop transition-focused activities that parents can use at home to support the student's school and post-school outcomes?				
♦ Do we provide professional development activities for teachers that help them work with parents and students to become more involved in the students' transition planning process?				
♦ Do we make parents feel welcome in school?				
♦ Do we develop community-based activities that are aligned to instruction?				
♦ Do we consider parents' work schedules and family commitments when scheduling planning meetings?				
♦ Have we considered ways of involving community members to help meet the transition program and service needs of diverse learners?				

Checklist for Self-Assessment

Comprehensive/Strategic Planning	Always	Frequently	Sometimes	Never
♦ Do we develop school building plans that provide for the diverse learning needs of all our students?				
♦ Have we secured input and involvement of all stakeholders in developing our process for transition planning?				
♦ Are we using post-school indicator data to improve and revise our instructional program and transition planning process?				
♦ Do we use the results of the transition quality indicator self-assessment to guide development of our school improvement and staff development plans?				
♦ Do our plans set clear priorities and high expectations for student outcomes for all students and devote resources to meet those priorities?				
♦ Do our plans include professional development activities to ensure that teachers can address the transition needs of a diverse student population?				
♦ Are our plans aligned with State learning standards?				
♦ Do we clearly articulate and communicate district expectations for transition programs and services?				
♦ Do we have procedures and strategies in place to develop and maintain interagency agreements?				