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From Early Childhood to Adulthood: Transition in Special Education

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Many thanks to President Melekoglu and the Congress for the invitation and for leading the international field of special education



Agenda

- I. Basic Concepts
- II. Knowledge Base and Its Implications
- III. Future Research



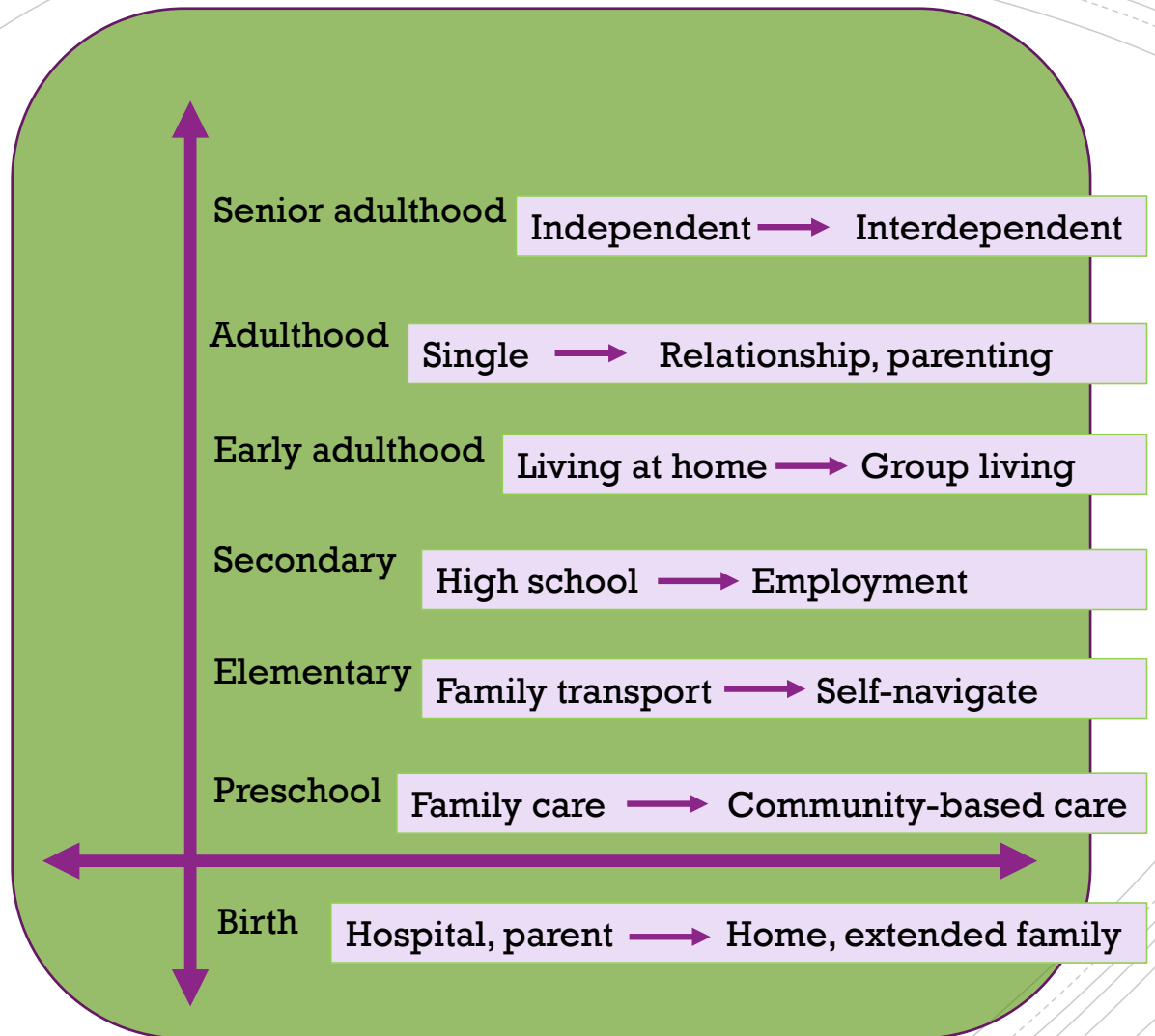
Basic Transition Concepts

Whether moving from infancy to becoming a toddler, or changing from a child to an adolescent, or leaving middle age for the senior years, there are basic concepts that apply to all transitions.

Life is full of transitions, we are constantly growing, changing, and learning.



Some transitions
are universal,
other transitions
are individual



Universal=
Vertical



Individual=
Horizontal



VERTICAL, UNIVERSAL TRANSITIONS

- Predictable
- Life events
- Everyone experiences

HORIZONTAL, INDIVIDUAL TRANSITIONS

- Variable
- Moving from one setting to another
- Individual timing, development, preference, strength, need



Disability and Horizontal Transitions

■ Examples

■ Birth

Preparing for home health care and in-home medical interventions

■ Elementary

Familiarizing child with new routines and reviewing safety protocol with staff

■ Secondary

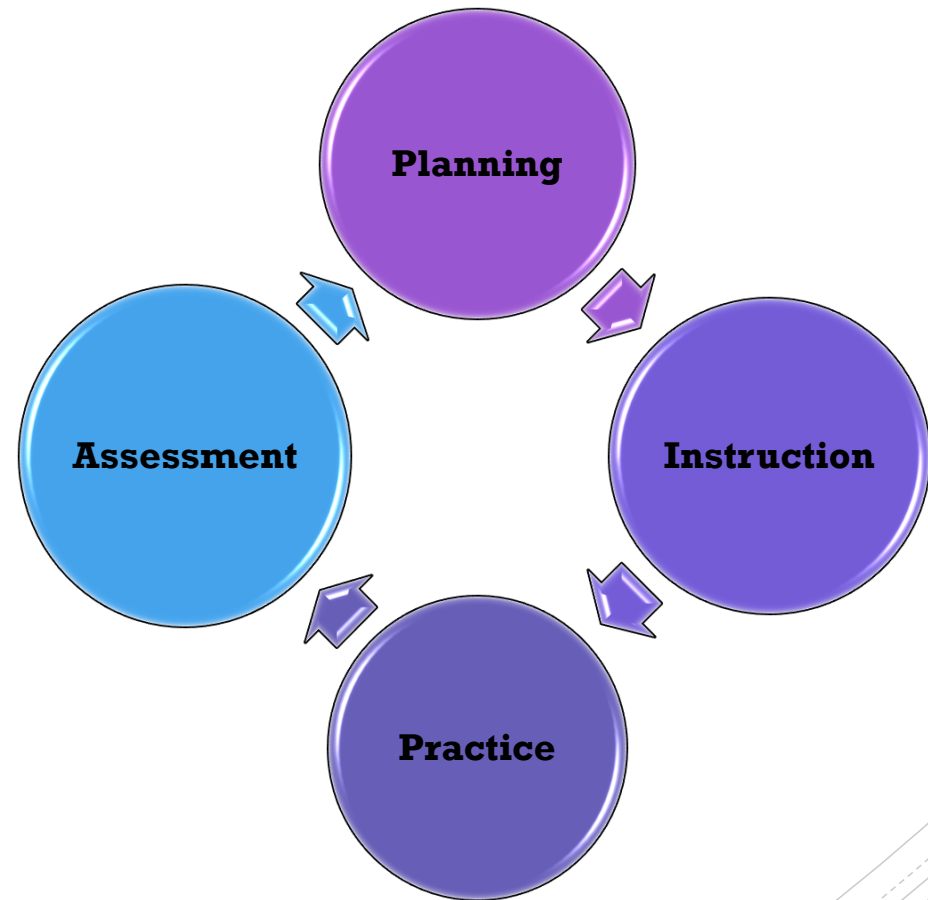
Developing curriculum with independent living instruction

■ Post-Secondary

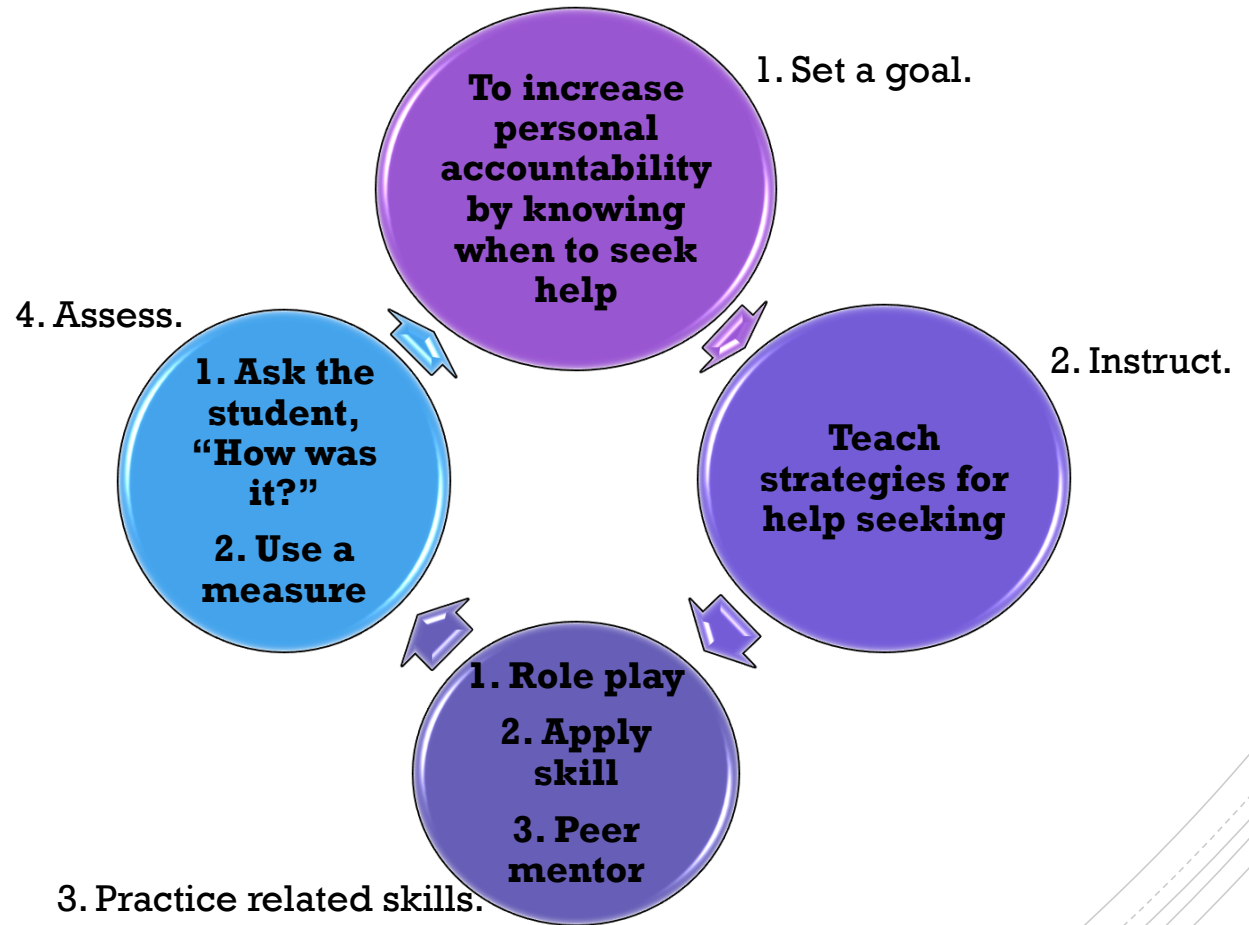
Planning for employment with support

Transition education is has multiple components.

School-Based efforts, augmenting family approaches



Example of the implementation of school based transition: Upper elementary



**Transition goes beyond academics,
including social and life skill domains.**

**A breadth of
domains**



Postsecondary Education



Community Participation



Employment



Independent Living



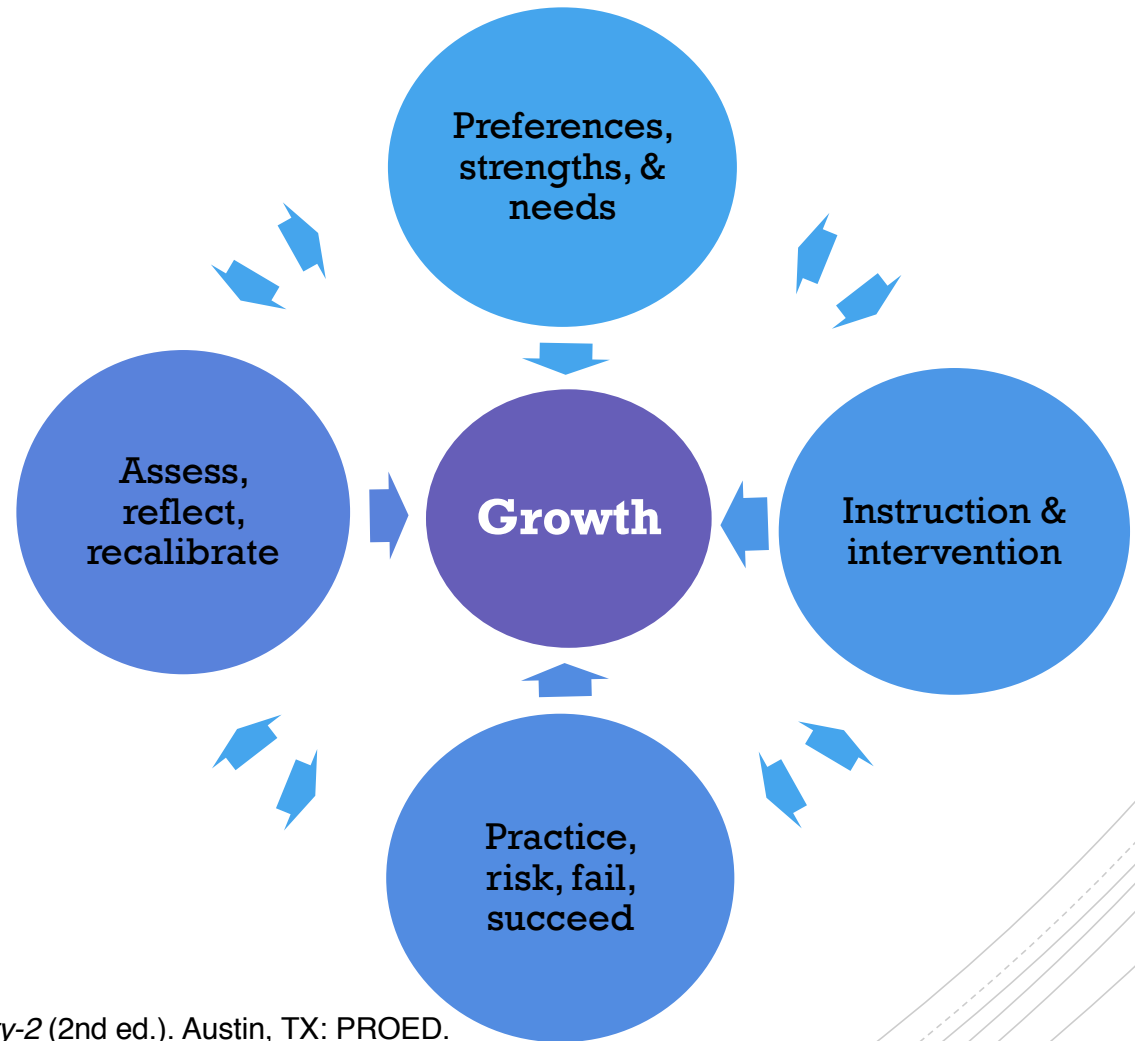
Self-Determination



Interpersonal Relationships

Transition is individualized and ongoing.

Nonlinear
progress



Transition Knowledge Base

Decades of special education research has contributed to foundational knowledge and practices in educating and supporting youth with disabilities.

Evidence-Based Practices

- Student development
 - Life skills and purchasing skills
 - Employment applications, job-related and work-related self-regulation
 - Self-advocacy and self-determination
 - Social skills

Evidence-Based Practices

- Student involvement
- Family involvement
- Program Structure
 - Instruction in the context of the community
 - Extend instruction beyond secondary

Predictors of Successful Postsecondary Transition

- Inclusion in the general education setting
- Career awareness (occupational courses)
- Community based experiences
- Interagency collaboration
- Paid work experience (voc ed)
- Family involvement
- Self-determination
- Social skills

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. D. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181.
doi:10.1177/0885728809346960

Future Research

Despite all that we know, we have a lot of room for growth. People with disabilities continue to struggle to make a living and to be fully included members of society.

Implications for practice (secondary students)

1. We need to develop curricula that integrate academics with vocational education and social-emotional learning.

Beauchemin, J., Hutchins, T. L., & Patterson, F. (2008). Mindfulness meditation may lessen anxiety, promote social skills, and improve academic performance among adolescents with learning disabilities. *Complimentary Health Practice Review*, 13, 34-45.

Duran, J. B., Zhou, Q., Frew, L. A., Kwok, O.-M., & Benz, M. R. (2013). Disciplinary exclusion and students with disabilities: The mediating role of social skills. *Journal of Disability Policy Studies*, 24(1), 15-26. doi:<http://dx.doi.org/10.1177/1044207311422908>

Morningstar, M. E., Bassett, D. S., Kochhar-Bryant, C., Cashman, J., & Wehmeyer, M. L. (2012). Aligning transition services with secondary education reform: A position statement of the Division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals*, 35, 132-142.

Implications for practice (all children)

2. Find ways to involve and collaborate with parents.

Harry, B. (2002). Trends and issues in serving culturally diverse families of children with disabilities. *The Journal of Special Education*, 36(3), 131-138.

Implications for Practice (Elementary and Secondary students)

3. Support student involvement.

Martin, J. E., Van Dycke, J. L., Greene, B. A., Gardner, J. E., Christensen, W. R., Woods, L. L., & Lovett, D. L. (2006). Direct observation of teacher-directed secondary IEP meetings: Establishing the need for student IEP meeting instruction. *Exceptional Children, 72*, 187-200.

Martin, J. E., & Williams-Diehm, K. (2013). Student engagement and leadership of the transition planning process. *Career Development and Transition for Exceptional Individuals, 36*, 43-50. doi:10.1177/2165143413476545

Implications for practice (all children)

4. Strive toward inclusive learning environments.

Lombardi, A. R., Doren, B., Gau, J. M., & Lindstrom, L. (2013). The influence of instructional settings in reading and math on postsecondary participation. *Journal of Disability Policy Studies, 24*, 170-180. doi:10.1177/1044207312468766

Morningstar, M. E., Allcock, H. C., White, J. M., Taub, D., Kurth, J. A., Gonsier-Gerdin, J., . . . Jorgensen, C. M. (2016). Inclusive education national research advocacy agenda: A call to action. *Research and Practice for Persons with Severe Disabilities, 41*, 209-215.

Rojewski, J. W., Lee, I. H., & Gregg, N. (2015). Causal effects of inclusion on postsecondary education outcomes of individuals with high-incidence disabilities. *Journal of Disability Policy Studies, 25*, 210-219. doi:10.1177/1044207313505648

Future Research

1. **Examine transition curricula more closely. How can curricula include academic, vocational, social-emotional, and independent living domains? What are programmatic changes that support all?**

Carter, E. W., Asmus, J., Moss, C. K., Cooney, M., Weir, K., Vincent, L., . . . Fesperman, E. (2013). Peer network strategies to foster social connections among adolescents with and without severe disabilities. *Teaching Exceptional Children, 46*, 51-59.

Carter, E. W., Trainor, A. A., Cakiroglu, O., Cole, O., Swedeen, B., Ditchman, N., & Owens, L. (2009). Exploring school-employer partnerships to expand career development and early work experiences for youth with disabilities. *Career Development and Exceptional Individuals, 32*, 145-159.

Morningstar, M. E., Bassett, D. S., Kochhar-Bryant, C., Cashman, J., & Wehmeyer, M. L. (2012). Aligning transition services with secondary education reform: A position statement of the Division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals, 35*, 132-142.

Future Research

2. **Examine family engagement from a social and cultural vantage point. How can we engage families in culturally sustaining ways? How can we increase families' resources for engagement?**

Cavendish, W. (2017). The role of gender, race/ethnicity, and disability status on the relationship between student perceptions of school and family support self-determination. *Career Development and Transition for Exceptional Individuals*, 40, 113-122. doi:10.1177/2165143416629359

Geenen, S. J., Powers, L. E., & Lopez-Vasquez, A. (2005). Barriers against and strategies for promoting the involvement of culturally diverse parents in school based transition planning. *Journal for Vocational Special Needs Education*, 27(3), 4-14.

Trainor, A. A. (2010). Diverse approaches to parent advocacy during special education home-school interactions: Identification and use of cultural and social capital *Remedial and Special Education*, 31, 34-47. doi:10.1177/0741932508324401

Future Research

3. Study self-determination in the context of both individual development in young children and in the social context around children's development. What practices contribute to student engagement?

Cervone, B., & Cushman, K. (2015). *Belonging and becoming: The power of social emotional learning in high schools*. Cambridge, MA: Harvard Education Press.

Christenson, S., Reschley, A. L., & Wylie, C. (2012). *Handbook of research on student engagement*. New York: Springer.

Powers, L. E., Garner, T., Valnes, B., Squire, P., Turner, A., Couture, T., & Dertinger, R. (2007). Building a successful adult life: Findings from youth-directed research. *Exceptionality*, 15(1), 45-56.

Future Research

4. Develop a foundational set of practices for inclusive education where stakeholders are connected and share a vision of inclusive education. What resources and necessary for inclusion?

Lombardi, A. R., Doren, B., Gau, J. M., & Lindstrom, L. (2013). The influence of instructional settings in reading and math on postsecondary participation. *Journal of Disability Policy Studies, 24*, 170-180. doi:10.1177/1044207312468766

Rojewski, J. W., Lee, I. H., & Gregg, N. (2015). Causal effects of inclusion on postsecondary education outcomes of individuals with high-incidence disabilities. *Journal of Disability Policy Studies, 25*, 210-219. doi:10.1177/1044207313505648

Trainor, A. A. (2017). *Transition by design: Improving equity and outcomes for adolescents with disabilities*. New York: Teachers College Press.

Conclusion

We have come a long way, but the opportunity to push further and continuously strive with and for individuals with disabilities to achieve a quality life remains a call to action.

The background features a series of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion or a stylized wave pattern.

Thank you! Questions
and comments?

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