

Transition Services: Do Students Have Access?

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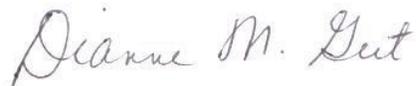
Master of Education

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Abstract

Transition Service Plans are not only required but also a vital part of transition from secondary education to postsecondary life for individuals with disabilities. Providing resources and services to individuals with disabilities, transitioning from secondary to postsecondary environments, is an important factor that determines the success or failure of those individuals. This study explores the current literature and past research on access to resources and services for individuals with disabilities in the postsecondary education environment. The purpose of this study was to determine if individuals identified with disabilities had a Transition Service Plan and access to resources necessary to allow a successful transition between secondary and postsecondary education. Approximately 800 participants were invited to complete a 17-item online survey containing questions regarding services provided or desired in secondary and postsecondary education. Participants were given eight weeks to complete the survey. Results indicate that many participants in this study did not have a Transition Service Plan. Of the participants that did, some were not active members in the planning process. The literature indicates that transition services are and have been mandated for more than 20 years, but the results of this study indicate that many individuals with disabilities currently do not have an adequate Transition Service Plan and continue to lack access to the services they need to be successful in life after secondary education.

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According to the U.S. Department of Education (2012), during the 2009-2010 academic school year, approximately 2.2 million children between the ages of 14-21 were served under the Individuals with Disabilities Education Act (IDEA) Part B. Of these, over 400,00 left school in 2010. A total of 256,102 students (63%) graduated with a regular high school diploma and 86,327 students (21%) did not complete high school; dropping out without receiving a diploma or certificate. The remaining 66,629 students (16%) leaving high school in 2010, either received a certificate of completion, reached the maximum age of attending secondary education, or died (U.S. Department of Education, 2012).

Overall, the total number of students graduating from high school is steadily increasing while the number of students dropping out is decreasing. In comparison to the rates reported above, in 2005, only 217,905 students graduated from high school with a regular diploma while 90,766 students with disabilities dropped out. Of the total number of students graduating from high school in 2005, 31.9% continued their education by enrolling in a postsecondary education program (U.S. Department of Education, 2010).

When students transition from secondary to post-secondary education, many changes occur based on their access to an education. Between the ages of 3-21, children with disabilities are provided a free, appropriate public education as stated in the Education for All Handicapped Children Act, P.L. 94-142, which consists of the following principles:

1. Zero reject
2. Nondiscriminatory testing
3. An appropriate education designed to meet individual student needs and stated

in the Individualized Education Program (IEP)

4. Least restrictive environment
5. Due process
6. Parent participation

These principles ensure that all children in pre-kindergarten through the 12th grade are provided with an education. Children must have one or more of the disabilities listed under Section 602 of IDEA 2004. According to the Amendments to the Individuals with Disabilities Education Act, Part B, Section 612, all children residing in a state, regardless of severity of disability or place of education, “are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services” (IDEA 2004, Section 612, a). These students receive an Individualized Education Program while in Pre-Kindergarten through 12th grade. Children are protected under P.L. 94-142 while in elementary and secondary school.

Once a child graduates from secondary school or reaches the age of majority, they are no longer protected under IDEA. This means that the student is no longer entitled to a free, appropriate public education. At that point, the young adult with a disability is now covered by the Americans with Disabilities Act (ADA), and must seek out his or her own services. The individual is now responsible for advocating for his or her own services. Post-secondary institutions require that a student provide documentation that demonstrates a current disability before he/she is able to receive services (Madaus, Banerjee, & Hamblet, 2010).

Not all, but some college-bound students identified with a disability in elementary

or secondary school want to continue receiving services throughout postsecondary education. This is a choice students are able to make on their own. Although some students feel they are able to function in a college setting with no assistance, others still need services in the postsecondary environment similar to those received in high school. The process of planning for the transition to post-secondary services from high school to college, university, or other vocational school begins while the student is still in secondary school and is called the transition planning process.

Test, Aspel, and Everson (2006) listed the five components that were mandated under the original Education for All Handicapped Children Act, P.L. 94-142 in 1975.

1. The student's current level of performance.
2. Annual goals and short-term objectives for reaching the goals.
3. Specific special education and related services to be provided and the extent of participation in general education.
4. Projected dates for initiation of services and the anticipated duration of the services.
5. Appropriate objective criteria, evaluation procedures, and schedules for determining (at least on an annual basis) whether the short-term objectives have been met.

Transition Service Planning was added to the Individuals with Disabilities Education Act of 1990 (P.L. 101-476), on October 30, 1990. It was the sixth component, added to the five components listed above. The transition component is now required to be included in every child's Individualized Education Program (IEP), and must be in place by the age of 16 or earlier. This part of the student's IEP is designed to help him or

her transition smoothly from secondary to adult life with the necessary services. This is very important because as mentioned before, students are no longer eligible to receive services under IDEA after graduation or after reaching the age of majority.

The transition planning process is described as part of a student's Individualized Education Program (IEP). This process helps plan and initiate services for an individual with disabilities for life after high school. During the transition planning process, students learn how to advocate for themselves and receive services in the adult world. This advocacy is very important to establish while a student is still supported under IDEA because once the student graduates or reaches the age of majority, he or she no longer has the right to a free appropriate education public education (Center for Innovations in Special Education, 1999). The student now has the right of access or the ability to apply to a postsecondary institution, similar to his or her non-disabled peers. This does not mean that a student will be guaranteed a free and appropriate education at the post secondary level; the student who wants to pursue higher education must meet all prerequisites and requirements. In order to ensure that all college entrance requirements are met, the IEP team must make sure the student completes coursework, entry exams, essays, and applications. The IEP team "must also invite a college representative to the IEP meeting if appropriate" (Quadland, Rybacki, Kellogg, & Hall, 1998, p. 39). During this time, any accommodations or services that will be needed during postsecondary education are discussed and planned for in order to assist the student in furthering his or her education. Once this is done, the student can submit all necessary forms, fees and documentation necessary to apply to colleges and universities of his or her choice. Similar to his or her non-disabled peers, a student with disabilities will receive

notification of his or her acceptance or denial of admission to the institutions where applications were submitted. Students with disabilities are no longer guaranteed a free and appropriate education after graduating or reaching the age of majority, but with the development and successful implementation of a transition plan, students will have the resources and ability to locate and advocate for the services needed to be successful in the adult world.

What is a transition service plan? A transition service plan focuses on a child's individual interests and needs. It is defined by IDEA 2004 [Section 300.43], as "a coordinated set of activities for a child with a disability". The transition service plan must promote progress from secondary education to adult life, which can include postsecondary education or training, employment, or independent living; focus on the student's wants and needs in life; and include instructions and objectives involving not only the student but the student's family as well. The transition planning process was first mandated in the Individuals with Disabilities Education Act, P.L. 101-476 (1990), requiring that all students with an IEP have a transition plan no later than the age of 16. This did not mean that educators could not begin planning earlier than a student's 16th birthday and many times it was encouraged to begin the planning earlier which would allow students to explore multiple interests before deciding on a future career path.

In 1997, amendments were made to IDEA and the age changed from 16 to 14. During this time, educators were required to begin planning a student's transition process no later than the age of 14 but were encouraged to begin earlier. Finally, the age was changed back to 16, in the reauthorization of IDEA or the Individuals with Disabilities Education Improvement Act in 2004. The transition service plan was developed to help a

student move from high school to adult life as easily and smoothly as possible.

All students with an IEP should have a transition service plan in place and ready to be implemented by the time they graduate. While there are many services available for students with disabilities, if a proper transition service plan is not put in place, a transition from secondary education to adult life can be very difficult. Some IEP teams feel that the most effective transition service plan is simply shifting services from one environment to another (Grigal, Dwyre, & Davis, 2006). However, simply changing the location of the services will not make the shift a successful one. IEP teams must identify what students need and want in life. If the student is not involved, the team will not know his or her interests and desires and the student will not know what or how to receive services that he or she may need in the future.

In the current study, students who chose to attend postsecondary education were asked if they received a transition service plan and if they were involved in the planning process. While there are many services available to individuals with disabilities after their secondary education is complete, many do not have access. Frequently, young adults have no idea what their rights are or if they are receiving all of the assistance available to them. Students have resources after high school, but do they have access?

Review of the Literature

Individuals with disabilities entering adult life must learn to make decisions on their own. While in pre-kindergarten through 12th grade, individuals are entitled to a free, appropriate public education as mandated in the Education for All Handicapped Children, P.L. 94-142. Once an individual graduates or reaches the age of majority, these services are no longer required or provided automatically. Individuals are now considered adults

and must seek services through the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973.

Prior to the time an individual with disabilities must independently seek out services and support through the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973, according to the Individuals with Disabilities Education Act of 1990 (P.L. 101-476), a Transition Service Plan must be created and in place for an individual with a disability before or by the age of 16. The individual will have supports, information and resources to assist him or her with the future that lies ahead. While this plan should be used to assist individuals with the transition from adolescence to adult life, does a transition plan really help with the transition and provide an individual with disabilities the necessary tools to be successful in his or her adult life?

Individuals with Disabilities and Postsecondary Education

The percentage of students with disabilities pursuing higher education has increased from the late 1970s to today. Hitchings, Retish, and Horvath (2005), determined the reasons for this growth in postsecondary education enrollment were attributed to the changing economy, better services at the postsecondary level and enhanced services offered in the K through 12 educational system. In 1978, only 1-3% of students with a disability graduating from high school chose to continue on to postsecondary education (Hitchings, Retish, & Horvath). By comparison in 2010, about 11% of all students enrolled in postsecondary education reported some type of disability (Korbel, McGuire, Banerjee, & Saunders, 2011). This is a growth in the percentage of students with disabilities attending postsecondary education but is a very small amount in comparison to their nondisabled peers. Overall, about one in ten students enrolled at a

postsecondary institution is likely to have some type of disability (Hitchings, Retish, & Horvath, 2005). There could be many more students enrolled in postsecondary education that have a disability identified during elementary or secondary school, however, these students may have chosen not to report their disability to postsecondary educational institutions (Connor, 2012). Frequently, students do not want to identify their disability, because they “want to be part of the group” (Brown, 2012). Students do not want to be viewed differently by others and fear that their professors will think they want special treatment or privileges (Hess & Gutierrez, 2009).

Students with disabilities want to go unnoticed, but research has shown that postsecondary and vocational education increase self-esteem and opportunity for employment for individuals with and without disabilities (Stodden, Conway, & Chang, 2003). While students with disabilities can make the choice and have the right to notify faculty and staff of their disability, they have more opportunities for success in the postsecondary education environment if they self-identify in the early years of college (Connor, 2012). The transition from secondary to postsecondary education can be challenging for all students (Connor; Smith, English, & Vasek, 2002). Smith, English, and Vasek, discuss how the transition causes many changes to students’ lives. Students must adjust to the college environment where they will learn new knowledge and develop “new skills, behaviors and attitudes” (Smith, English, & Vasek, p. 492). Since many students without disabilities face challenges transitioning from high school to college, students with disabilities must not only adjust to changes similar to their nondisabled peers, they also face barriers of independence and autonomy (Stewart, 2009).

Secondary to Postsecondary Education

There are many changes that occur between secondary and postsecondary education. Because the secondary and postsecondary education systems are very different from one another, a student's success in high school does not necessarily indicate his or her level of preparation for college (Milsom & Dietz, 2009). All students, with and without disabilities, must change their lives and adapt to a new post-secondary environment (Rothman, Maldonado, & Rothman, 2008). All students entering postsecondary education are not only entering a new environment but also a new developmental stage in their lives as they transition from adolescence to adulthood (Stewart, 2009).

While all high school graduates are making this transition into post-secondary life, this can be a major life-changing event for an individual with disabilities. Students that have been identified with a disability and received an Individualized Education Program (IEP) throughout elementary and or secondary school have had an educational program that was developed, reviewed, and carried out by their local school district to address their individual needs. These students received services that assisted them in the classroom and everyday life, if deemed necessary. According to the Individuals with Disabilities Education Act of 2004 (Sec. 300), once a child graduates or reaches the age of majority, he/she is no longer eligible to receive a free appropriate education (FAPE). When this change in eligibility occurs, re-evaluation is not required. Schools do not need to evaluate the student's performance or provide future services. A summary of the student's academic and functional performance is required in some states to be provided to the student and his or her parents or guardian. Information on how to help a child

transition from secondary to postsecondary life, meeting postsecondary goals, is also included. This information, resources, and plans provided in the summary are all developed during the transition planning period. This is why a transition service plan is so important. The question now becomes, what is a transition service plan and how can an individual with disabilities have one developed?

Transition Service Plan

According to IDEA 2004, an individual that has been identified with a disability and has an Individualized Education Plan is required to not only have, but also participate in the planning and development of his or her transition service plan that must be in place by the individual's 16th birthday. The transition plan is required to include information about the individual's current skills and areas in need of development and improvement; any support services currently used; and the individual's ideal post school environment and post school activities (Hess & Gutierrez, 2009). Measurable goals, appropriate for the individual, based on the results of administered transition assessments are included to help prepare the individual for his or her transition into a new environment. These goals must cover areas including but not limited to training, education, employment, and independent living skills. Along with measurable goals that must be developed and monitored based on the individual with disabilities' wants and needs after secondary education, any necessary services or agency linkages needed to assist the individual during his or her transition must also be included (IDEA 2004, Sec. 300.320; Kohler & Field, 2003).

While this research focuses on the transition from secondary to postsecondary education, transition service planning covers the general transition from secondary to

post-school life. This includes not only postsecondary education but also vocational training, integrated employment, continuing and adult education, adult services, independent living and community participation (Kellems, & Morningstar, 2010; Quadland, Rybacki, Kellogg, & Hall, 1998). Transition planning is a life-long activity where parents, students, and various professionals plan the students' adult lives (Kellems, 2010). The services students with disabilities once received in the K-12 setting are no longer guaranteed and students with disabilities will be responsible for their own lives. Without support, this would be a very difficult task to take on which is why a transition service plan is very important in the life of an individual with disabilities.

According to the Individuals with Disabilities Education Act of 2004 (Sec.602) transition services are defined as:

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 post-secondary 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, when appropriate,

acquisition of daily living skills and functional vocational evaluation.

(U.S. Department of Education, 2012, Sec.602)

According to Hess and Gutierrez (n.d.), “Postsecondary settings are not required to provide accommodations and other support services to the degree that is required of K-12 schools” (p. 4). The student is now responsible for locating and obtaining his or her own services. Many studies have shown that students are not prepared (Babbitt & White, 2002; Connor, 2012; Smith, English, & Vasek, 2002; Stodden, Conway, & Chang, 2003) and therefore do not have access to support and services. The planning for those services begins in high school or earlier with transition services.

Transition service planning is a very important piece in helping to shape the future of an individual with disabilities. Mandated in 1990, transition service planning requires educators to begin planning for a student’s life after secondary school no later than the age of 16 (Individuals with Disabilities Education Act, 1990). Specifically, it is very important that secondary educators have a plan in place for college-bound students with disabilities in order to help them experience a smooth transition from secondary to postsecondary environments. It is seen as the secondary educator’s responsibility to prepare a student for adult life (Park, 2008). During this time, special educators, general educators, parents, families, friends, counselors, therapists, related agencies, and the student are involved in the planning process (Test, Aspel, & Everson, 2006).

It is very important that the student and his or her parents are involved in the planning process, but their participation continues to be a challenge for secondary educators in the transition service planning process (Ankeny, Wilkins, & Spain, 2009). A four-year study conducted by Williams and O’Leary (2001) analyzed monitoring

compliance reports of the Office of Special Education Programs (OSEP). Of the 54 total states and entities obligated to meet the requirements of 1990 IDEA, 44 were analyzed. The findings indicate that one third of the states and entities analyzed did not invite the parents or students to the IEP meetings.

According to the National Center on Secondary Education and Transition (2004) many students attend their IEP meetings, but there are also still a large number of students who do not. This raises concerns because the transition service plan is supposed to be developed to meet the postsecondary wants and needs of each individual student after high school, since what might work for one individual may not work or be appropriate for another (Kellems & Morningstar, 2010). Another piece that should be included in a student's IEP but often times is not is self-determination. Because teachers fail to include self-determination skills in a student's IEP, transition methods must incorporate strategies to promote various skills to help the individual with post secondary life (Test, Aspel, & Everson, 2006).

Self-determination

Many secondary teachers are encouraged to promote self-determination in their classrooms (Test, Asper, & Everson, 2006). In order to do this, teachers are asked to teach various concepts and skills that allow students to prepare for their future. Some of the concepts include “choice/decision making, goal setting/attainment, problem solving, self-evaluation/management, self-advocacy, person centered IEP planning, relationships with others, and self-awareness” (Test, Asper, & Everson, p. 45). While there is a wide range of concepts included in self-determination, Field, Martin, Miller, Ward, and Wehmeyer (1998) defined self-determination as:

...a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults. (p. 2)

These skills are useful for individuals with disabilities because after graduating from secondary school and enrolling in postsecondary education, individuals with disabilities are no longer served under IDEA (Stodden, Conway, & Chang, 2003). While parents typically continue to support their child (Ankeny, Wilkins, & Spain, 2009), secondary educators and administrators are no longer required to make sure that all accommodations and specific needs are met (Smith, English, & Vasek, 2002). Because of this, it is important for secondary educators to teach their students self-determination. The most common components of self-determination taught to individuals with disabilities are self-advocacy and choice making (Test, Asper, & Everson, 2006).

Hartman (1993) states that self-advocacy means, “ the student understands his/her disability, is as aware of the strengths as of the weaknesses resulting from functional limitation imposed by the disability, and is able to articulate reasonable need for academic or physical accommodations” (p. 40). It is very important for an individual with disabilities to have this skill in order to advocate for services and accommodations that are appropriate or not completely understood by faculty and staff at the postsecondary education level (Stodden, Conway, & Chang, 2003). Although many researchers have

discussed the importance of self-advocacy skills (Babbitt & White, 2002; Lock & Layton, 2001; National Center on Secondary Education and Transition, 2004; Smith, English, & Vasek, 2002; Stodden, Conway, & Chang, 2003), many students exit secondary education without self-advocacy skills or ability to advocate for their needs in postsecondary environments (Stodden, Conway, & Chang).

Kohler and Field (2003) organized transition planning into five categories: student-focused planning, student development, interagency and interdisciplinary collaboration, family involvement, and program structure and attributes. Two of the categories specifically include the student. In order for these two categories to be fulfilled, the student must be present and actively involved. When the student is actively involved in his or her transition plan, he or she will become more knowledgeable about his or her disability and be better able to advocate for him/herself in the future. The student will also be able to make decisions about his or her future. According to Milsom (2009), students with learning disabilities must have knowledge of their disability, know their rights and responsibilities and the accommodations reviewed in the American with Disabilities Act (ADA). These abilities have a connection with positive transition outcomes (Hitchings, Retish, & Horvath, 2005; Lock & Layton, 2001; National Center on Secondary Education and Transition, 2004; Skinner & Lindstrom, 2003; Smith, English, & Vasek, 2002), which is why it is very important to develop self-advocacy and other self-determination skills during the transition process from secondary to post secondary education (Park, 2006).

The Transition

At times, transitioning from secondary education to adult life can be discouraging, as some professionals view the transition portion of an IEP as another checklist to be completed, instead of a plan of action to assist a student in his or her future success. Some professionals even try to steer students away from postsecondary education as an option for the future, explaining that expectations are not as high for students with disabilities (Hitchings, Retish, & Horvath, 2005). This could be one reason why a significant number of individuals are not involved in their transition planning. If they are not given the opportunity to participate in the planning process, then the plan is not meeting the student's individual wants or needs (National Center on Secondary Education and Transition, 2004).

For those students who are involved in the transition planning process, many times the students and their families are passive members and are not completely knowledgeable of the transition process or potential services available to them (Park, 2008). Sometimes, students leave secondary school and enter the post-secondary environment with a lack of knowledge and understanding of their disability and the support and services available to them in the community to assist them with success after secondary education (Stodden, Conway, & Chang, 2003). The National Center on Secondary Education and Transition & PACER Center (2002) state, "The transition planning process should be done *with*, not *for* the student" (p. 3). Students who are present at their transition planning meetings must be actively involved in the planning of their post-school transitions.

Once a student graduates and enters postsecondary education, he or she is no longer served under IDEA and must obtain services independently. Individuals are no longer guaranteed services outlined on an IEP; instead individuals receive support and services based on their needs within the scope of “reasonable accommodations.” According to the American with Disabilities Act of 1990, the term "reasonable accommodation" may include:

(A) making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and

(B) job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. (p. 9)

Accommodations commonly found in postsecondary education include but are not limited to: extended time on tests or assignments, a quiet area to complete work, priority registration, tutoring services, highlighters, scanners, audio books, audio recorders, note taking devices, and mouse/switch options (Stodden, Conway, & Chang, 2003).

In order to access accommodations, post-secondary students must present documentation, which can sometimes differ from documentation collected during elementary and secondary education. Just because a student is eligible for services under

IDEA (2004) does not mean that they will qualify for services under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) upon entering postsecondary education (National Joint Committee on Learning Disabilities, 2007).

According to Madaus, Banerjee, and Hamblet (2010), due to changes in IDEA 2004, some students exit secondary school with documentation that fails to meet the requirements at a postsecondary institution. Postsecondary institutions not only want proof of a current disability, meaning an evaluation within the past three years, in addition to needing documentation of the history and a clear rationale of the use of accommodations in the past and a psycho-educational evaluation of the student requesting services or support (Madaus, Banerjee, & Hamblet, 2010; National Joint Committee on Learning Disabilities, 2007).

Students who are able to provide documentation and results from a recent evaluation have the option to receive services from the disability office on the college or university campus. Some students try their first year of college without notifying professors of their disability to avoid the stigma that may be attached. According to Richard Allegra of the Association on Higher Education, about 10 to 15 percent of the students that he has worked with have attempted college without the help of disability services (as cited in Brown, 2012, p. 1). This can sometimes be a challenge when faced with obstacles such as: larger academic workloads, classes in lecture format, responsibility for one's own learning, maintaining an appropriate grade point average and working with professors that are not always supportive of a student's needs (Connor, 2012).

Existing literature discusses the importance and requirement of a Transition Service Plan for all individuals with disabilities who have an Individualized Education Program. Because individuals with disabilities are no longer supported under IDEA after graduation or reaching the age of majority, a Transition Service Plan, which was mandated in 1990, helps determine and locate services and resources needed to help an individual transition and live in the adult world. Although students are required to be involved in the planning of their transition, literature reviewed has shown that many students are not. This raises concern because studies have also shown that more students with disabilities are attending postsecondary institutions. Disability services change between secondary and postsecondary education and individuals with disabilities are not prepared to advocate for services needed in order to be successful in and out of the classroom. While these studies have shown that many students with disabilities are not actively involved in their Transition Service Plan and unprepared for life after secondary education, no studies explored whether individuals with disabilities received a Transition Service Plan from secondary to post-secondary education from the students' perspective.

Methods

The purpose of this study was to identify if students who had an Individualized Education Program (IEP) throughout grade school received a transition service plan in high school to help them transition to post-secondary education. Each student is different and has unique educational needs during their transition from high school to post-secondary education. Finding out what services students receive can help post-secondary educators understand the preparation provided to students with a variety of disabilities as they transition from high school to post-secondary education.

Participants

For the purpose of this study, participants invited to complete the online survey were individuals presently enrolled in college and registered through the Office of Disability Services. The survey link was sent to 800 of the 850 individuals registered through the Office of Disability Services. The remaining 50 individuals choose not to be included on the department email list. All individuals registered through the Office of Disability Services, included on the department email list were asked to complete the survey. Of the 800 possible participants, a total of 29 individuals completed the online survey. Fifteen others began the survey but failed to complete the survey within the 8-week window of the availability of the survey.

Participants ranged from freshman to 5th year students enrolled in a four-year post-secondary institution. A total of six males (21%) and 23 females (79%) participated in this study. Figure 1 shows the breakdown of participants based on gender included in this study.

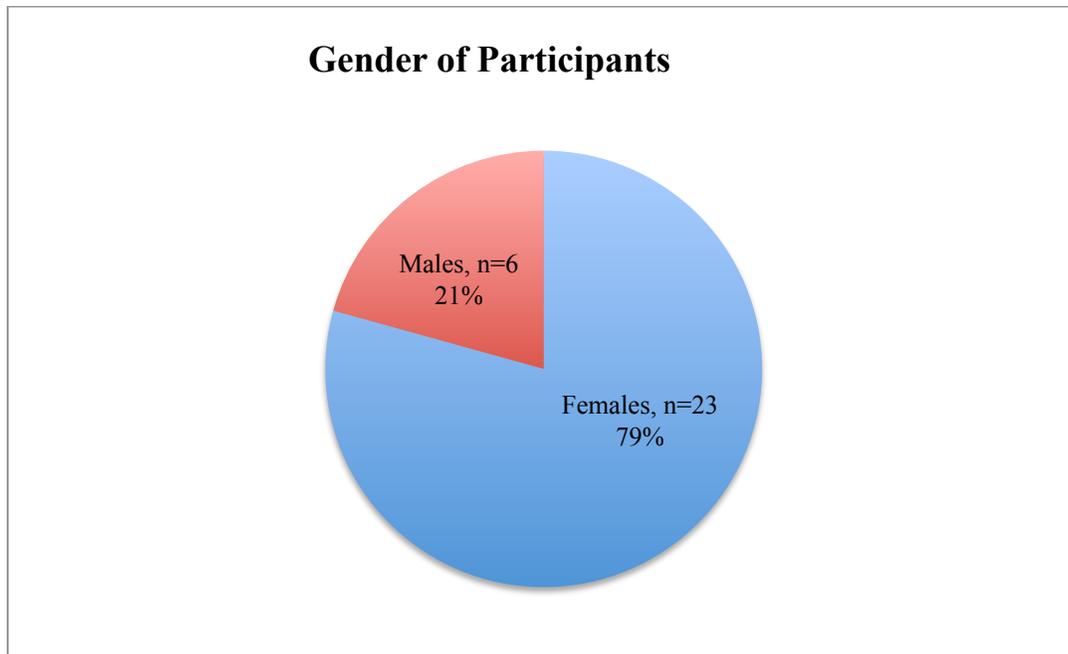


Figure 1: Total number of male and female participants in this study.

Participants in this study graduated in the years ranging from 1999 or before to 2011. See Figure 2 for results. Most students, 24 total, completing this study were recent high school graduates, entering post-secondary education between 2008 and 2011.

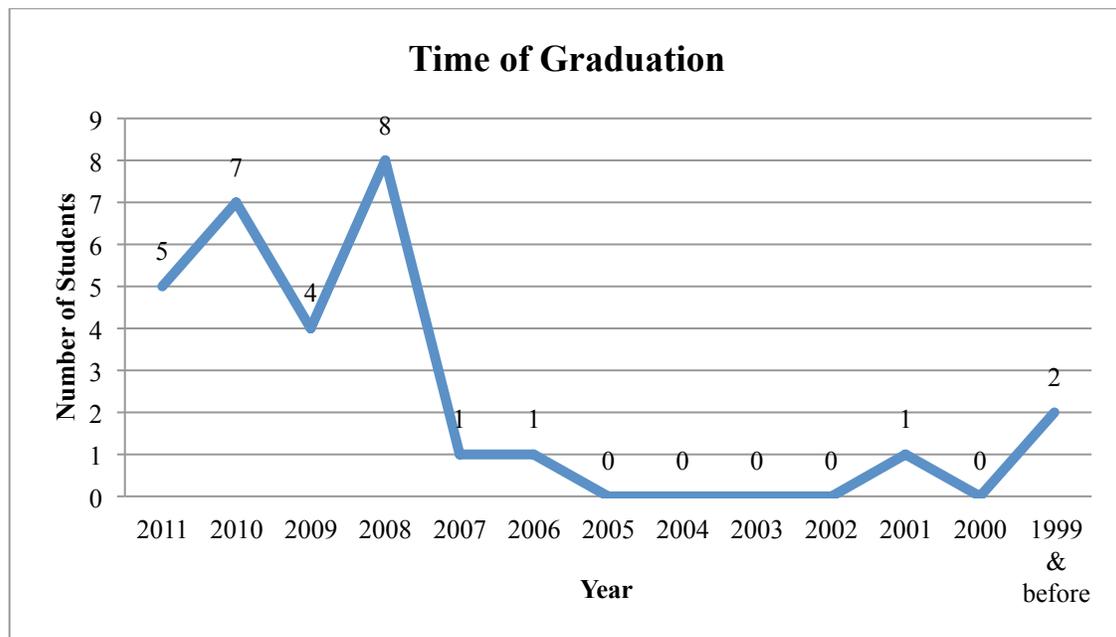


Figure 2: The year each participant graduated from high school.

While all students were currently enrolled in the same post-secondary institution, students attended high school in various parts of the United States. Many participants graduated from a public or private institution in the state of Ohio. There were no participants in this study that attended high school outside of the United States (Figure 3).

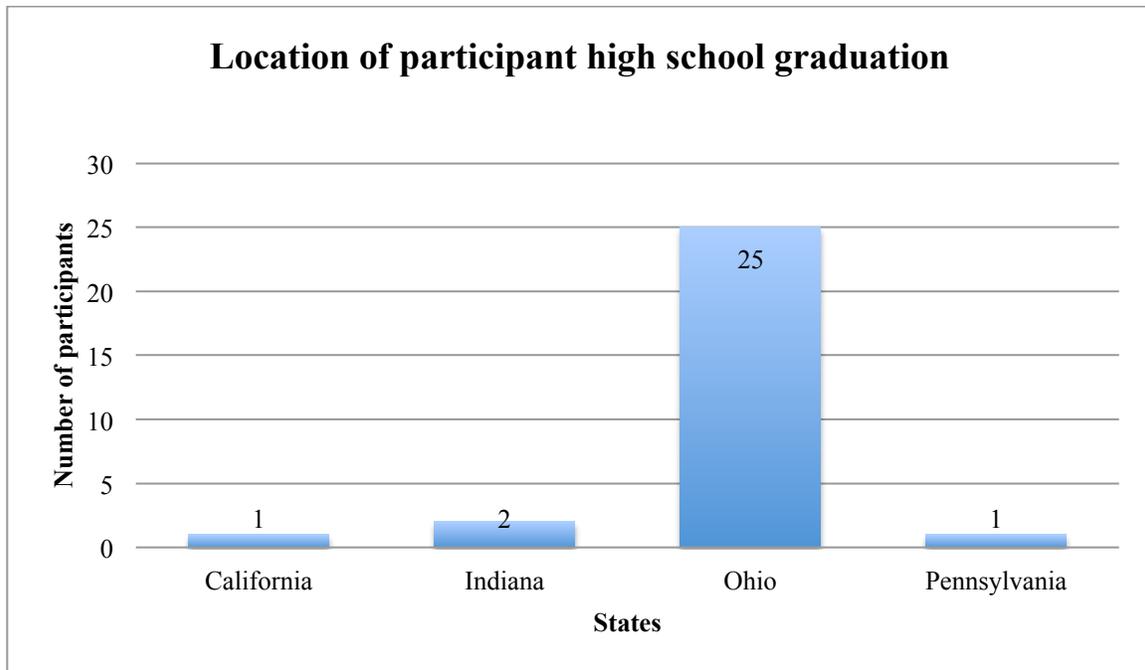


Figure 3: The state in which each participant graduated from high school.

Instrument

The researcher met with an administrative staff member in the Office of Disability Services to discuss the importance of a transition plan from high school to post-secondary education. Appropriate questions to be asked of the participants were discussed and the most effective way to monitor confidentiality. A sample survey was created and reviewed by an academic advisor and administrative staff member in disability services. Feedback was provided to adjust wording, layout, and ease of completion.

An online survey was created using Qualtrics, an online survey software program.

The survey consisted of 17 items and was created for current university students presently registered through disability services at one Midwestern University. Participants invited to complete the survey ranged from freshman to graduate students. No personal identifiers were requested in the survey. In order to gain a better idea of the population that was analyzed, demographic information such as gender, high school graduation and location of high school was collected and reported above. See appendix for a copy of the survey.

Following approval of the University's Internal Review Board for the Use of Human Subjects, participants were asked a series of questions regarding their transition services from high school to post-secondary education and services currently received through the university (See Appendix A). Based on participants' responses, various questions were bypassed if not applicable. Participants were also asked to provide feedback if transition services were received and additional information the participant might feel would help with the research regarding transition services from secondary to postsecondary education. Responses to the request for additional information were provided at the end of the survey by the participants in a short answer form including any information they felt would help the researcher.

In order to protect the identity of participants, it was requested that the survey be sent anonymously by the university's Office of Disability Services via a link in an email. The researcher requested and received permission from the Director of Disability Services before beginning the research. The researcher was not in contact with or provided a contact list of participants, which allowed the survey to remain anonymous.

A 17-item online survey was created to collect data to answer the research question posed by this study. The survey consisted of general questions about gender, school status, year of high school graduation, and location of high school. This helped to identify the demographics of participants completing the survey. All participants were not required to respond to all 17 items on the survey. The demographic questions were required on the survey while all other questions were optional. Based on previous responses, a participant could skip items if they did not apply to the participant. Response options included: yes and no, drop down, and short answers.

Transition services. Participants were asked if they received transition services from high school to college. If participants responded yes, they were then asked about their overall experience with a transition service plan. This helped to gain information about the various types of transition services available to participants.

Disability services. Participants were asked about their involvement with disability services in post-secondary education. Participants were asked to identify when they registered and began receiving services as not all students choose to receive services or register for services upon entering post-secondary education.

Transition service feedback. Participants were asked to provide feedback about what could help make transition from high school to post-secondary education smooth and stress-free. Participants were given the opportunity to reflect and state what would help their transition from post-secondary education to the professional environment more successful as well.

Disability services. Participants were asked what services they currently receive at the university through the Office of Disability Services. They were also asked to identify any services they would like to receive through the Office of Disability Services.

Once the data was collected, it was analyzed to identify the types of transition services received in high school as well as post-secondary education services received through the university. Individuals also had the opportunity to provide feedback regarding services they would have liked to receive at the high school and post-secondary level.

Procedure

Upon receiving Institutional Review Board approval, an email containing an invitation to complete the survey, online consent form, and a link to the survey with directions of how to complete it were forwarded to the university's Director of Disability Services. The information was then sent in an email to students on an email list of individuals registered through the Office of Disability Services at the university. The email contained all of the information listed above. Because the email was not sent directly from the researcher to potential participants, a password was created to prevent individuals not included on the distribution list from gaining access.

After two weeks, a follow-up email was sent to Disability Services, which was then forwarded by the Office of Disability Services to the 800 individuals on the initial email distribution list. The email thanked participants who completed the survey and reminded those that had not already done so, to complete it. The email included all of the original documents as well as a deadline date for survey completion. Potential participants were offered two more weeks to complete the survey.

Results

This research was designed to determine the presence or absence and extent of transition services provided to individuals with identified disabilities from secondary to postsecondary education enrolled with the Office of Disabilities Services at one Midwestern institution of higher education. While most questions were yes or no in format with short explanations focusing on the transition from secondary to postsecondary education, a few questions asked participants about their future transition from postsecondary education to post-school life. The results of this study are presented in graphs, tables and participant short responses. Although many reminders were sent inviting individuals registered through Disability Services to participate in this study, only a small percentage completed the online survey. Data gathered from the participants provided useful information supporting the existing research. The data was collected and analyzed through Qualtrics using qualitative strategies identifying similar themes from responses across participants.

Transition Services

Participants were asked a series of questions related to their transition from secondary to postsecondary education. Based on the participants' responses to the yes/no questions, subsequent questions were asked for short responses to better explain why the previous answer was yes/no. Many participants did not have a transition service plan therefore they were able to skip many of the questions discussed in this section. The final question in regards to transition from secondary to postsecondary education was presented to all participants regardless of responses to previous questions in the survey. Those findings are also presented in this section.

Did you have a Transition Service Plan from high school to college?

Of the 29 participants in this study, five (17%) responded that they had a transition service plan. The other 24 (83%) responded that they did not have a transition service plan from high school to college. The questions that follow are mainly focused on the individuals that responded yes, confirming that they had received a transition service plan.

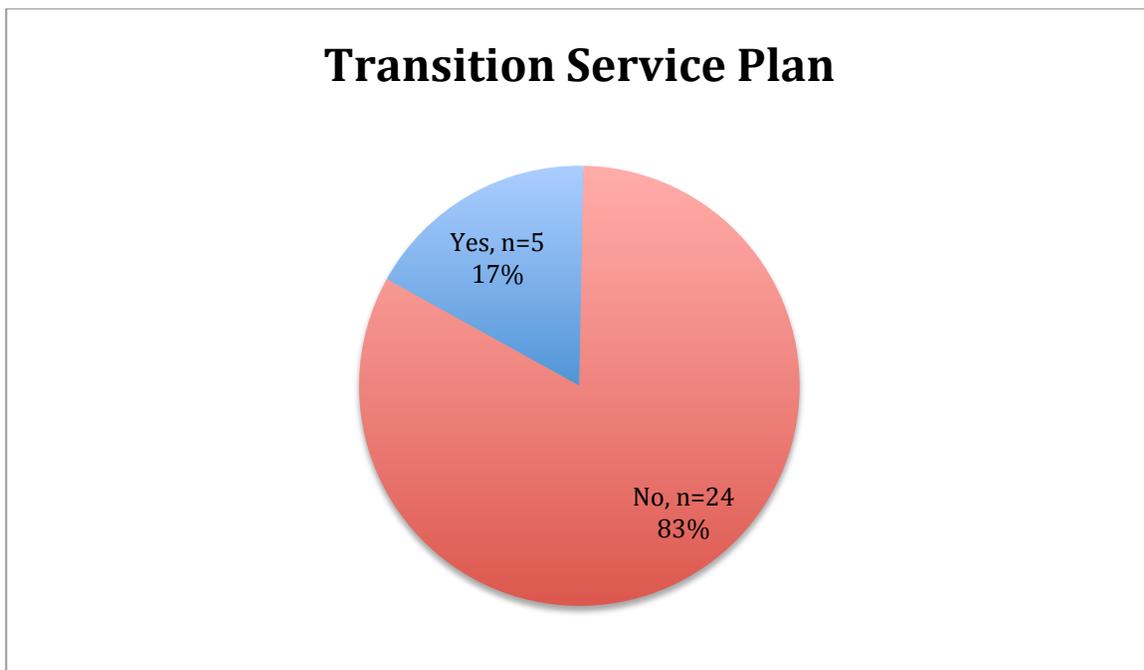


Figure 4: Participants were asked if they had a Transition Service Plan.

What services did you receive?

Of the five students that stated they had a transition service plan, only four participants provided an explanation of the specific services they received. The most common response was extended time on tests. Students received extra time to complete a test they were given in a class and were permitted to take as many breaks as necessary. Participants also listed services such as: take tests in a separate room, tutoring services,

forgiveness on spelling and grammar, a scribe, a reader, and assistance with preparing materials to apply to postsecondary education.

Were you an active member in the planning of your Transition Service Plan?

Of the five participants that received a Transition Service Plan, four individuals (80%) were active members in the process. One participant (20%) stated that he or she was not an active member in the planning process. While one participant stated that he or she was not actively involved in the transition planning process, the participant did not provide feedback explaining why he or she was not an active participant.

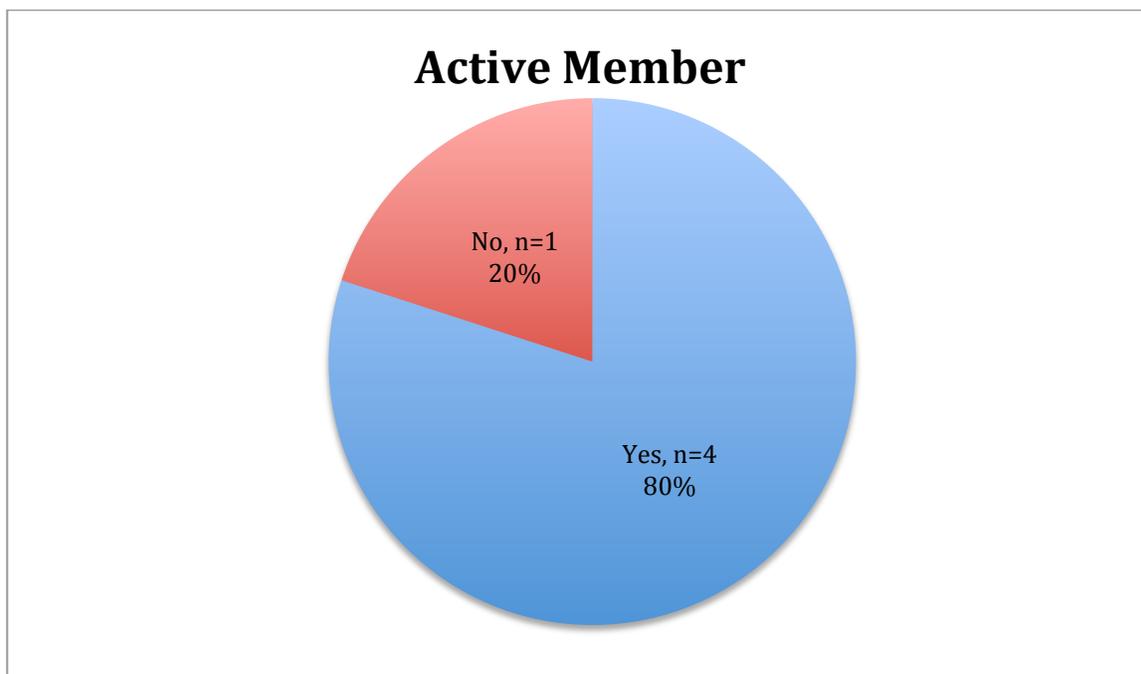


Figure 5: Participants were asked if they were active members in the planning of their Transition Service Plan.

Did you find it beneficial to have a Transition Service Plan?

All of the participants that stated they received a Transition Service Plan found it to be beneficial.

Please explain why.

This short answer question was presented to all participants completing the survey. If the participant answered that he or she did not receive a Transition Service Plan, this question allowed him or her to explain why the services were not provided. Twenty-four participants answered this question in response to why they did not have a Transition Service Plan. The results are shown below in Table 1.

Table 1

Why a Transition Service Plan Was Not Provided?

Response	Participants
Didn't want/need one	2
I didn't have one	2
I do not know why/ what this is	11
Help with future	3
This service was not available to me	6

One participant stated that he or she “graduated early.” Another participant stated “the question before was incorrect.” This response did not make sense and was hard to understand if the participant did have a transition plan and stated that he or she did not in the prior question. Because these responses were unclear, they were difficult to generalize into one of the categories listed above.

The remaining five participants answered this question after they answered if it was beneficial to have a Transition Service Plan. The responses varied and contained more detail. One participant stated, “Because I knew that I would have something in

place to prove that I need some extra help.” Another stated, “I was educated about what services would allow me to achieve the most success at the college level.” One participant provided a very detailed response about his or her specific situation and how his or her transition plan helped. The participant stated,

I was sick multiple times in high school, and that helped me when I had to miss important days, and here in college, there have been days where I have to go to my doctor, or just can't get out of bed, and this let's me do all of this an still do well in school.” Another short response stated that his or her Transition Service Plan “create(d) less stress and help(ed) give foresight into the future.

The last short response from an individual that received a Transition Service Plan in high school stated, “I'm not sure what I had was a Transition Service Plan. I had dedicated counselors and professionals who agreed to help me succeed in any way that they could.”

What services would you have liked to receive in high school to transition to college?

This was the final question related to transition services from secondary to postsecondary education and was presented to all participants completing the survey. Of the 29 participants, 26 (90%) provided a short response including services they would have liked to receive. The responses were generalized to help place them with similar responses.

Table 2

Services Desired for Transition from High School to College

Response	Participants
College Preparation	18
Technology	2

Don't know of any services to ask for	1
None	5

Of the 26 participants that responded to this question, 18 felt they would have liked more college preparation. These participants felt that college preparation in and out of the classroom would have been more helpful. While participants gave feedback about academic services they would have liked to receive to help with the transition from high school to college, they also provided feedback related to environmental changes. Some specific responses related to desired academic services included: more difficult courses in high school to prepare for the workload in college; better idea of what college courses would be like, and how to keep up and access services when necessary; more support and help from secondary faculty and staff to prepare for postsecondary education; assistance with developing strong note taking and study skills; techniques to analyze information more thoroughly; college visits from schools outside of the state where I lived; and separate areas to take tests.

Participants also provided feedback, listing services that were not related to academics and focused on the overall college environment. Services participants would have liked to receive while transitioning from high school to college were: knowledge about college life and the college environment, a panel of college students speaking to high school seniors about life in college, money management classes and assistance with financial aid, how to access services needed once in college, more realistic advice; and more direct assistance in transitioning to help manage my own schedule and life in the dorms.

One participant reported he/she would have liked to receive technology assistance and stated that he or she was prepared for college in all areas except computer technology. This participant would have liked to have more assistance in Excel and other programs commonly used at the postsecondary education level. Another participant listed specific computer programs that would have been helpful on a personal computer such as Dragon Dictate and Kurzweil.

One participant responded that he or she did not know of any services that could be provided. Five participants did not list any services they would have liked to receive in high school to transition to college. Of the five participants that did not list services, two stated that none were needed and one stated that services they would have liked to receive were unknown. Another participant stated that he or she was already in college and listed the services that he or she currently receives at the postsecondary level. The final participant stated that he or she had a different situation and felt that the best service he or she received for college preparation was graduating from high school.

Postsecondary Services

The next set of questions asks about services that participants receive and would have liked to receive in postsecondary education. Next, participants were asked what services they would like to receive while transitioning from postsecondary education to post-school life. These were all short responses and varied amongst all of the participants. The responses were aggregated and can be found in Table 3. Each general category listed in the table is discussed in more detail below each table. The details include individual responses.

What services do you receive here at the University?

All 29 participants responded to this question. Answers varied and many participants provided multiple services that they receive at the university.

Table 3

Services Received in Postsecondary Education

Response	Participants
Attendance forgiveness	3
Books on PDF	1
Calculator	2
CATCAB	2
Counseling	2
Different test time	1
Extended test time	14
Letter to professor	3
Makeup work/exams	2
Note taker/notes	6
Priority registration	4
Reader during exams	2
Reduced credit hours	1
Scribe	1
Separate test location	8
Spelling forgiveness	2
Tutor	6

While many responses are self-explanatory, some categories of responses were aggregated to report common responses. These responses are explained in more depth in this section. Attendance forgiveness allows individuals to miss class due to his or her disability and not be penalized by the professor. This includes absences from class and exams. When individuals miss class, they also have the opportunity to make up tests and turn in homework the following day they return to class. Participants that stated they provided a letter to their professors explained that the letter contained a list of accommodations he or she needed in the classroom in order to be successful.

Note takers and notes mean that the student is able to have someone take notes and make copies for the individual with disabilities to have in order to complete assignments and prepare for exams. Some students also receive professor notes.

The final response that may be unclear to some is CATCAB, which stands for Campus Area Transportation Cutting Across Boundaries. This is a special transportation service offered on the university campus for individuals with temporary or permanent mobility limitations. It is a shuttle service that will transport individuals with mobility limitations across campus to their desired location. The service is free and available to all students attending the university.

What other services would you like to receive at the University?

Many participants did not list services they would have liked to receive at the postsecondary level. Of the 29 participants that completed the survey, 28 provided a short response. One participant left this question blank on the survey. Responses are found in Table 4.

Table 4

Desired Services in Postsecondary Education

Response	Participants
Improved reading software	3
Local doctors	2
More support	7
None	10
Other	2
Support and understanding from professors	7
Tutoring and study skills	4

Ten participants did not provide any services they would have liked to receive. Six participants stated that they did not want to receive any other services and two participants stated they did not know of any services. One participant specifically stated that he or she was recently diagnosed with ADD and was unsure of what other services were available and plans on making another appointment with the Office of Disabilities Services. One participant is currently happy with the services that he or she receives. The final participant simply stated that he or she graduated and wants his or her degree in the mail.

Eighteen other participants provided responses of services that they would have liked to receive at the postsecondary level. The most common response was that participants wanted more help and support from professors. Three participants stated that it would be nice if the professors were more understanding of their conditions. Two

participants wanted more compliance from professors to assist with the specific needs of individual students. One participant felt that supplemental instruction from specific professors would be helpful and another participant stated that an independent study with a professor in a certain class would be nice.

Four participants stated that more help with study skills and a certified tutor would be a desired service. Six participants stated that they would like more support. This category was generalized to cover the following responses: a mentor program; class accommodation letters; periodic checks from the Office of Disability Services to discuss student progress with adjusting to postsecondary life; support group for individuals with disabilities; workshops on how to manage an individual's disability; and more assistance with the "soft" transition which includes moving into the dorm, managing a class schedule, help with meal plan and cafeteria concerns and other non-academic tasks in the postsecondary environment.

Two participants requested better reading software and more readily available reading software. Two more participants specifically stated that local doctors would be more convenient and helpful. One participant stated that he or she wanted a doctor that specialized in his or her specific disability at the university student medical center. This would be more convenient when changes in dosage and refills were needed. Finally, two participants made statements that could not be generalized into the categories previously discussed. They are identified as "other" in Table 4. One participant requested to listen to music and the other felt that students should not be required to take more than one exam per day in order to allow him or her to perform to the best of one's ability.

What services could the university offer to help you or others transition from postsecondary education to a professional career?

Of the 29 participants, 23 provided short responses for this question. Five participants stated they did not know or feel there was a need for services to help transition from postsecondary education to post-school life. Four participants felt that information about what services are available after postsecondary education would be helpful. Participants stated that help with locating support groups, non-academic transitional materials such as disability benefits, general disability services, counseling, and a mentoring program. Other responses include: more hands on activities to create better understanding; more availability to tutors online; find a career that will help accommodate an illness or disability; how to manage in a workplace or graduate school; know what life in the professional career is like; learn how to tell employers about one's disability; resume help; mock interviews; transition program; and provide individuals with the option to allow Disability Services to add a resume attachment explaining the areas of all interactions in which might be difficult on the job for the individual with disabilities. One participant requested G.P.A. forgiveness for individuals especially if they changed their major. Finally, one participant felt that the question was, "stupid... because they act like it's so incredibly difficult for people with disabilities to get a job." The participant continued, "the only disability I have is not being able to comprehend math well. While everyone has things that they are better at than others. And to be perfectly honest there is a whole center dedicated to career services..."

If you have any other comments or feedback about this survey that could better assist me with my research, please state here.

Of the 29 participants, 13 responded to this question and provided feedback. Five participants simply stated that they had no comments or feedback. Two participants commented on the layout of the survey. One participant liked that the survey was “short and sweet” another said that some questions needed to be stated more clearly. At times the participant did not know what the question was referring to. One response included the fact that many private schools are not funded by the state. They are not required to have a transition program but should have one for each individual with disabilities. One participant praised the university staff and another stated that the transition is different for everyone. One participant stated that the level of studying in high school compared to college is completely different. This participant felt that high schools need to push their students harder so when they enter their freshman year of college they won’t “feel like someone just pushed (them) off of a cliff.” The final comment stated that professor education needs to be improved in regards to providing required services.

Disability Services

The last two questions asked about disability services and when participants registered for services through the university. Participants were also asked when they began receiving services. While most participants registered for services during their freshman year, not all began receiving services at the time they registered. The results are reviewed and data presented in the following tables.

At what time in your college career did you sign up for assistance from the Office of Disability Services?

Of the 29 participants, all responded to this question. Twenty (69%) participants signed up for services during their freshman year of college, five (17%) participants

registered for services during their sophomore year, three (10%) participants did not register for services until their junior year, and one (3%) participant registered for services during his/her fifth year in postsecondary education.

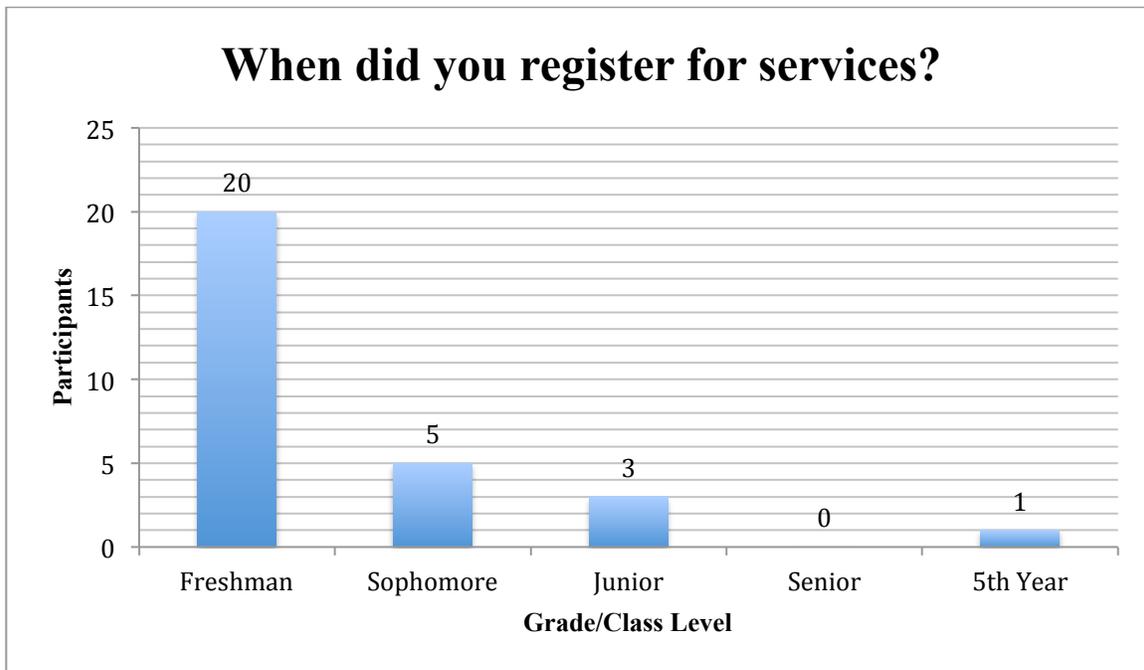


Figure 6: Time current postsecondary student registered for services through the Office of Disability Services.

At what time in your college career did you begin receiving services from Disability Services?

Of the 29 participants, all responded to this question. Nineteen (66%) participants received services through the Office of Disability Services during their freshman year of college. Six (21%) participants began receiving services during their sophomore year. Three (10%) participants began receiving services during their junior year and one (3%) participant began receiving services during his/her fifth year in postsecondary education. The results are show in Figure 5.

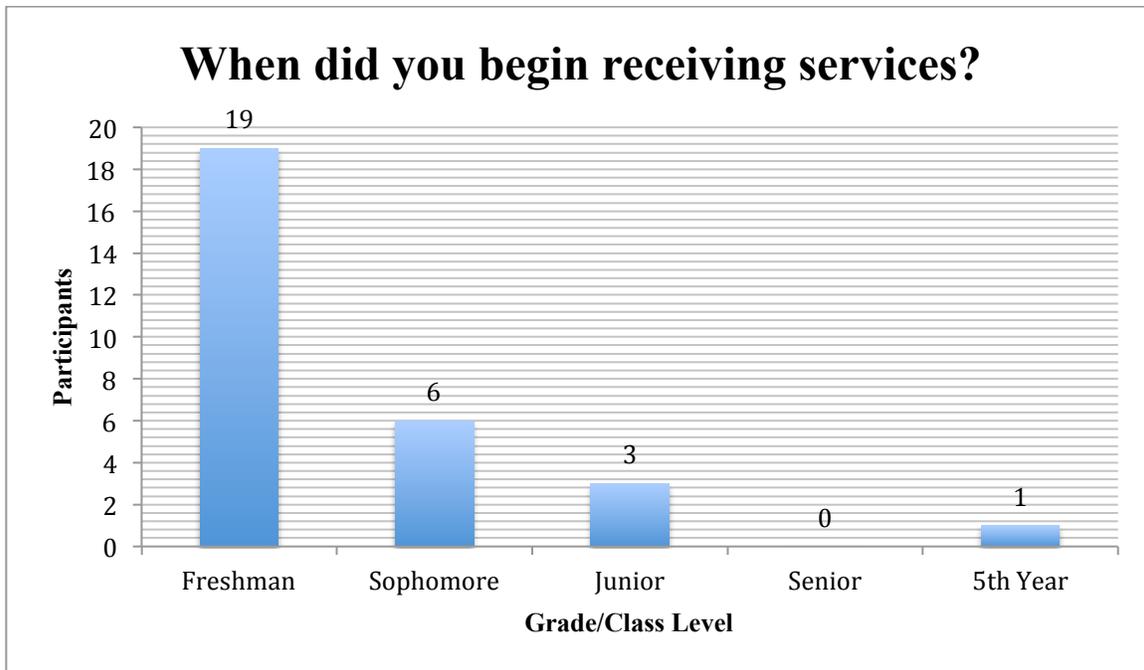


Figure 7: Time current postsecondary student began receiving services through the Office of Disability Services.

Limitations

While positive results were obtained through this research, there were many limitations to this study. The first limitation was the response rate. The survey was sent to approximately 800 individuals registered through the Office of Disability Services. Individuals were sent a reminder during the third, fifth, and seventh week of the study. The survey was available for a total of eight weeks. During this time, only 29 individuals chose to participate in the study.

There were also limitations to the type of sample that was taken. Only individuals enrolled in postsecondary education at a specific university were invited to participate in this study. Therefore, findings cannot be generalized to any other participants at any other university. Furthermore, although transition services are provided to individuals that choose to attend postsecondary education and that is the focus of this study, it is also

important to know if individuals who chose to enter the work force were provided with proper transition services as well. Information and data were not collected or analyzed for individuals transitioning from secondary to post-school employment or unemployment in this study.

Another limitation was direct contact with participants. Because of privacy laws, all information was sent directly to individuals registered through the Office of Disability Services through a third party. The researcher did not have access to contact information and communicated through the Office of Disability Services for email reminders to be sent to individuals registered through the office.

Because this survey was completed anonymously and contact information was unavailable to the researcher, participants could not be asked questions to clarify responses they provided on the survey. Some of the feedback stated that questions were not clear, but participants could not be contacted to help them provide a better response.

Finally, the information to gain access to the survey was eventually placed on the university's Disability Services website without notifying the researcher. This provided any individual viewing the Disability Services website with the link to view the survey as well as the password for access. It is unknown if all participants were registered through Disability Services at the university.

Discussion

The results of this study support previously reviewed literature related to transition services from secondary to postsecondary education. This study was conducted to determine if individuals with disabilities had access to services after secondary education. Literature reviewed discussed the importance of transition services to

individuals with disabilities and the requirement by all state-funded schools to provide transition services to individuals with an Individualized Education Program (IEP).

Although transition services are a part of an individual with disabilities IEP, as stated in the literature review, this study shows that many students do not have a Transition Service Plan.

The results showed that less than half of the participants had a Transition Service Plan from secondary to postsecondary school. Many students had no idea what a Transition Service Plan was or its purpose. This raises many questions due to the fact that a Transition Service Plan has been required for over 20 years. This is a plan that should be in place and benefit all individuals with disabilities in their transition from secondary education to post school life. The Transition Service Plan is created to help individuals with disabilities obtain services after secondary education that they might want or need to help them live independently and successfully to the best of their ability.

While it is not the responsibility of the student to develop and implement a Transition Service Plan on his or her own, their involvement is imperative. In order for educators to know what services to offer and provide, family and student involvement is necessary. After reviewing the data obtained from this study, a future question to be asked is what role does the state-funded education system play in the transition of individuals with disabilities from secondary to post secondary education and life? The results of this study present room for more research on this topic.

Recommendations

Reviewed literature discussed the lack of self-advocacy and self-determination skills. These skills are typically developed while the student is actively involved in his or

her Transition Service Plan process. As evidence in this study, many individuals with disabilities are not involved in their own transition planning process, and as a result are entering adult life unprepared and unable to advocate for themselves. In order to improve this, individuals with disabilities must be actively involved in the planning of their transition. They will be able to discuss what they would like to do after high school and also learn about various services that they can receive from organizations in the community.

If an individual with disabilities is actively involved in the planning of his or her transition, he or she will not only learn about services available after high school, he or she will also have a better understanding of his or her disability. If an individual understands his or her disability, he or she will be able to determine what services would help him or her be the most successful in the environment chosen. By simply involving the individual with a disability in the planning process, he or she will be able to better advocate and make decisions about services needed allowing the individual to have more opportunity to be successful in the adult world. An individual with disabilities is not guaranteed support after graduation or reaching the age of majority; self-advocacy and self-determination are necessary for seeking and obtaining services.

In addition to making sure that all students with disabilities are involved in his or her Transition Service Plan in secondary education, postsecondary institutions could offer a workshop helping individuals with disabilities develop stronger self-advocacy and self-determination skills. The workshop should focus on developing skills and strategies to help manage an individual's disability in and out of the classroom as well as communication and interaction with professors. Individuals would be able to interact with

other individuals with disabilities. This workshop could be offered through the Offices of Disability Services to individuals currently enrolled in the institution and registered through the office.

Throughout this research, many comments were made by participants about the lack of professor understanding and compliance with individual's specific needs. There were also comments about assistance from counselors in secondary education. According to participants, more support from these two groups of professionals would have made for a smoother transition from secondary to postsecondary education.

To increase support from postsecondary staff, workshops should be developed and presented to each department at the university. These workshops should include a discussion about various disabilities, accommodations that might be requested in the classroom, how to approach and handle a request for accommodations, and who to contact in the Office of Disability Services for questions, concerns or assistance with accommodations and services provided to an individual with disabilities.

Many participants in this study did not feel that professors were supportive of their individual needs or their disability. This could be due to the fact that professors are unaware of services students are able to receive. By educating professors and other staff members who work with students in the learning environment, the gap in support and understanding could be narrowed and students with disabilities might feel more comfortable approaching professors about their academic needs and support in the classroom.

In order to strengthen this study and gain a better understanding of all individuals involved in the transition from secondary to postsecondary education, surveys should also

be sent to secondary and postsecondary educators and staff. This will help to identify if staff members are actively involved in the transition process and are meeting requirements set forth by the Individuals with Disabilities Education Act. Surveying educators would yield better results to the question “do students have access?” If educators are not knowledgeable or fail to provide services, an individual with disabilities will not have access and therefore will continue to fall behind others due to the lack of resources provided to him or her.

Another way to strengthen this study is to expand the survey including multiple colleges and universities across the United States. Individuals with disabilities have the opportunity to attend colleges and universities across the United States similar to their nondisabled peers. Although most participants in this study attended postsecondary education in the same state they attended secondary education, surveying multiple colleges and universities across the country could possibly yield more participants and a variety of responses. This could help with more detailed results locating areas or regions of the country where transition services are more commonly used and how the services are helping individuals with disabilities transition from secondary to postsecondary education. Colleges and universities with less favorable results can review ideas and programs being carried out at more successful locations for ways to improve access to services for individuals with disabilities.

Finally, due to the small number of participants and specific location of individuals invited to participate in the study, results may vary if the same study is completed at a different college or university. There is a large need for this study to be

completed in multiple colleges and universities for larger sample sizes, which can lead to more possible results to compare to prior research, and studies.

Conclusion

There are many services for individuals with disabilities that can help them transition from secondary education to adult life. These services are mandated by law and are required to be provided to all individuals with disabilities in a public education environment. Although the services are required and available, the question still remains, do individuals with disabilities have access? After completing this study, results show that individuals do not have access to, or do not take advantage of the services they are entitled to. The findings of this study show that although individuals with disabilities are mandated by law to receive a Transition Service Plan to help them access services after secondary education, they still do not have access due to a lack of participation in the transition planning process.

Individuals with disabilities are not falling behind their nondisabled peers because they are incapable of achieving the same success; instead it is due to the lack of access to or lack of knowledge regarding the services available to them. Individuals with disabilities will continue to lag behind their peers without disabilities because they do not have the appropriate tools and services to be successful. Educators and education administrators must be aware and knowledgeable not only of the services available to individuals with disabilities, but also the individual's disability in order to help them be successful in their adult lives.

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Appendix A

Questions on the Transition Services Survey

1. What is your gender?
2. What year did you graduate from high school?
3. In what state did you graduate from high school?
4. If outside of the U.S., please list where.
5. Did you have a Transition Service Plan from high school to college?
6. If yes, what services did you receive?
7. Were you an active member in the planning of your Transition Service Plan?
8. If not, please explain why.
9. Did you find it beneficial to have a Transition Service Plan?
10. Please explain why.
11. What services would you have liked to receive in high school to transition to college?
12. At what time in your college career did you sign up for assistance from the Office of Disability Services?
13. At what time in your college career did you begin receiving services from Disability Services?
14. What services do you receive here at Ohio University?
15. What other services would you like to receive at Ohio University?
16. What services could the university offer to help you or others transition from post-secondary education to a professional career?
17. If you have any other comments or feedback about this survey that could better assist me with my research, please state here.