



CENTER FOR
DEVELOPMENT
& DISABILITY

UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES
EDUCATION, RESEARCH AND SERVICE



CENTER FOR
DEVELOPMENT
& DISABILITY

Preparing Students For High School Transition

UNM LEND CAPSTONE PROJECT

ERIN SANDOVAL

MAY 2019

OUTLINE

- I. Problem-Framing
- II. Research Process
- III. Product
- IV. Dissemination
- V. References

OUTLINE

- I. Problem-Framing
- II. Research Process
- III. Product
- IV. Dissemination
- V. References

Problem-Framing

High school students with disabilities have limited knowledge about and participation in transition planning

Problem-Framing

- LEND Competencies
- Competency 1: **Family-Centered Care**
- Competency 4: **Leadership**

OUTLINE

I. Problem-Framing

II. Research Process

III. Product

IV. Dissemination

Research Process

- IRB Consideration
- Information and Data Collection
- Literature Review
- Research Outcomes

Research Process

- IRB Consideration
- No IRB Needed
- All information came from discussion with school professionals and literature review

Research Process

- Information and Data Collection
- Collaboration with:
 - High School Social Worker
 - CDD Social Worker
 - APS Transition Specialist
 - APS Special Education Teacher

Research Process

- Literature Review
- 5 Qualitative Journal Articles
- Studied students with various disabilities and disability resource coordinators from community colleges and universities
- Participants were interviewed and surveyed about their high school experiences and their entrance into adulthood
- Themes that enhanced or inhibited their success after high school
 - Student self-determination skills
 - Formalized planning process (transition planning in an IEP)
 - Improving postsecondary support.

Research Process

- Research outcome with school professionals
 - Self-determination
 - Self-advocacy
 - Questions to ask transition specialist
 - Quick resources to access

Research Process

- Literature review findings
 - Students need guidance for initiative
 - Key support factors include self-awareness, self determination, and advocacy
 - Self-determination skills are helpful to successfully transition
 - Factors enhanced prospects for postsecondary success
 - Transition planning **does** facilitate student success

OUTLINE

- I. Problem-Framing
- II. Research Process
- III. Product**
- IV. Dissemination

Product

- Simple brochure to be used by high school freshmen and sophomores
 - Self determination
 - Self-advocacy
 - Helpful questions to ask during transition planning
 - Helpful resources

Product

Self-Determination

- Think about interests
- What are you good at?
- Goals after high school
- What skills are needed to achieve those goals?

Self-Advocacy

- What do you need to learn?
- What help will you need?
- Participate in your IEP
- Participate in decisions

Product

Questions to ask during transition planning

- Options for employment after high school?
- What fields offer quick employment after high school?
- How do I emphasize my high school education?
- What high school experiences will show that I am a good job candidate?

Product

Resources

- School-to-Work Transition Guide from CDD
- TransCen Career and Workforce Development *website*
 - <http://www.transcen.org>
- New Mexico Advocacy *website*
 - <http://www.nmadvocacy.org>
- Disability Rights New Mexico *website*
 - <http://www.drnw.org/>
- New Mexico Division of Vocational Rehabilitation *website*
 - <http://www.dvr.state.nm.us/>

OUTLINE

- I. Problem-Framing
- II. Research Process
- III. Product
- IV. Dissemination**

Dissemination

- Have meeting with social worker and head special education teacher at Sandia High School
- Social worker and special education teacher will make the brochure available for students at the beginning of next school year

References

- Garrison-Wade, D, F. (2012). Listening to their voices: Factors that inhibit or enhance postsecondary outcomes for students with disabilities. *International Journal of Special Education*, 27(2), 113-125.
- Getzel E. E., & Thoma, C, A. (2008). Experiences of college students with disabilities and the importance of self-determination in higher education settings. *Career Development for Exceptional Individuals*, 31(2), 77-84.
- Getzel, E. E. (2005). Preparing for college. In E.E. Getzel & P. Wehman (Eds.), *Going to College: Expanding opportunities for people with disabilities* (p.89). Baltimore, MD:Brooke Publishing Co.
- Getzel, E. E. (2008). Addressing the persistence and retention of students with disabilities in higher education: Incorporating key strategies and supports on campus. *Exceptionality*, 16(4), 207-219.

References

- Getzel, E. E. & Thoma, C.A. (2008). Experiences of college students with disabilities and the importance of self-determination in higher education settings. *Career Development for Exceptional Individuals*, 31(2), 77-84.
- Hughes, J. (2015). *Achieving successful transitions for young people with disabilities: A practical guide*.
- Morgan, R. L., & Riesen, T. J. (2016). *Promoting successful transition to adulthood for students with disabilities*. New York: The Guilford Press.
- Wehmeyer, M. L., & Agran, M. (2007). *Promoting self-determination in students with developmental disabilities*. New York: Guilford Press.