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Investigating the Transition Process for Students with Special Needs

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This research revealed that special education teachers believe that vocational rehabilitation is important for their students after high school and the student’s functioning level depends on how much assistance is needed from vocational rehabilitation.

A survey of special education teachers also revealed that it was important for vocational rehabilitation to be a part of the transition planning for their students after high school.

**LITERATURE REVIEW**

- Strategies on how students will manage their day-to-day needs and responsibilities will need to be learned and practiced (Article 7, 2012).
- Person centered planning is a technique that allows people with disabilities to take a more involved role in their transition planning (Hagner et al., 2014).
- Transition Assessments are surveys or questionnaires that are used to gather information about interests and skills that individuals possess including preferences, needs, and propensity in school and work (Rowe, Mazzotti, Hirano, & Alvron, 2015).
- Individuals with intellectual disabilities are less likely to go to college (Grigal, Migliore, & Hart, 2014).

**METHODOLOGY**

- Content of survey questions is regarding transition from high school to the adult world.
- The setting for this study was an urban 9-12th grade high school.
- Participants are high school teachers who teach students with mild and moderate disabilities.

**DISCUSSION/CONCLUSION**

- Many students who are in the mild or moderate special education program are not able to transition into the adult world smoothly when they exit high school.
- The purpose of this study is to compile a plethora of vocational rehabilitation resources to be used by middle school and high school teachers who teach students with a mild or moderate disability during transition planning.
- The ultimate goal was to find out what teachers want to know about resources for the transition of students who have a mild or moderate disability from high school to adult life.

**DATA ANALYSIS**

- Special education teachers believe that vocational rehabilitation is important and it depends on the functioning level of the student.
- Special education teachers are divided as to whether having a vocational rehabilitation representative at the annual case review (ACR) is important.
- Special education teachers do not invite a vocational rehabilitation representative to all of the ACR meetings and they are divided on whether one is invited for the 11th and 12th grade ACR.

**REFERENCES**

