Marshall Street

Literature Review

IGNITING POSTSECONDARY ASPIRATIONS

A collection of research-to-impact practices developed with the Networked Improvement Community for Students with Disabilities

IGNITING POSTSECONDARY ASPIRATIONS

Literature Review

ABSTRACT

Studies examining postsecondary outcomes for students with disabilities report that this population consistently experiences poorer outcomes than the general student population across multiple indicators, including participation in postsecondary education and employment, independent living, and job benefits and earnings (Newman et al., Secondary School Programs, 2011). However, these results are not a foregone conclusion; research also supports the finding that effectively implemented transition planning and programming in middle and high school settings is positively correlated with improved postsecondary outcomes (Cobb et al. 2013; Cobb and Alwell 2009; Test et al. 2009). This literature review synthesizes the existing research on practical approaches to transition planning and programming. We define transition planning and programming for students with disabilities, explain why it is important, and summarize what is known about transition planning practices that are associated with positive postsecondary outcomes. Woven throughout are the findings specific to Black and Latinx students with disabilities experiencing poverty.

Introduction

A primary mandate of public schools is to prepare students for postsecondary life as engaged citizens by equipping them with the necessary skills and knowledge to thrive in education, employment, and beyond. This school-to-adulthood transition can be particularly challenging for students with disabilities, and postsecondary outcomes for this population consistently lag behind those of their peers without disabilities. Across several decades, extensive research has been conducted to understand the challenges and best practices associated with postsecondary outcomes for students with disabilities.

This literature review was written for an audience of educators, schools, and districts seeking to influence postsecondary outcomes for students with a focus on Black and Latinx students with disabilities experiencing poverty. Our goal is to provide a comprehensive yet concise summary of recent research, literature reviews, and meta-analyses on this topic to aid our audience in understanding (1)

which practices are most likely to improve postsecondary education, employment, and independent living outcomes for students with disabilities and (2) under what conditions these practices should be applied. We begin with defining and clarifying the importance of transition planning and programming and proceed to summarize the following subtopics:

- **TRANSITION PLANNING AND PROGRAMMING PRACTICES ASSOCIATED WITH IMPROVED POSTSECONDARY OUTCOMES FOR STUDENTS WITH DISABILITIES**
- **BARRIERS TO THE IMPLEMENTATION OF THESE PRACTICES**
- **RECOMMENDED FRAMEWORKS FOR DESIGNING TRANSITION PLANNING AND PROGRAMMING SERVICES ALIGNED WITH EVIDENCE-BASED PRACTICES**

The review focuses on literature published in the last 20 years and includes older, seminal studies where relevant. We summarize the findings of several comprehensive literature reviews and meta-analyses of transition planning practices for students with disabilities and include additional studies published in scholarly journals where applicable.

This literature review is part of a larger collection of improvement tools for districts. The Networked Improvement Community for Students with Disabilities (NIC), a group of 10 public charter school networks serving more than 75,000 students nationwide, launched in 2019 to make dramatic gains in the learning experiences, environments, and outcomes for Black and Latinx students with disabilities experiencing poverty. Led by Marshall Street at Summit Public Schools in partnership with technical assistance providers NIRN, RTI International, SRI International, and SWIFT Education Center, NIC participants used continuous improvement methods, supported by this literature review of leading research and a corresponding toolkit of best practices, to improve implementation in these areas with the potential to increase academic outcomes for students with disabilities: Collaboration, Literacy, Multi-tiered Systems of Support, Transitions, and Emotional and Behavioral Supports.

What is Transition Planning and Programming for Students with Disabilities?

Transition services for students with disabilities are a federal mandate outlined in the Individuals with Disabilities Education Act (IDEA). Beginning in 1990, IDEA mandated that schools provide transition goals and services to students with disabilities aged 16 and older and required consideration of student interests, preferences, and needs (Kohler and Field 2003; Martin, Boon, and Love 2007). Presently, IDEA requires that Individualized Education Plans (IEPs) for students aged 14 and older include appropriate, measurable postsecondary goals that are based on age-appropriate transition assessments and transition services (including a course of study) needed to support the student with a disability to achieve those goals (Individuals with Disability Education Act 2004).

IDEA defines transition services as a coordinated set of activities for a child with a disability that is:

- results-oriented,
- focused on improving the academic and functional achievement of the child with a disability,
- based on the individual child's needs, and
- inclusive of instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation (Individuals with Disability Education Act 2004).

School districts are further required to invite the student to participate in any IEP meeting related to transition planning and programming and to consider the student's strengths and preferences when developing the individual transition plan (US DOE 2017).

The transition planning process consists of the following steps (National Technical Assistance Center on Transition, "Predictors of Post School Success," n.d.):

1. Collecting information on student strengths, needs, interests, and preferences in the areas of academics, career interests, self-determination skills, and independent living skills
2. Establishing post-secondary goals in the areas of training and/or education, employment, and independent living
3. Identifying services and activities (including a course of study) that will assist the student in achieving the established goals
4. Specifying annual IEP goals in alignment with the course of study
5. Engaging the student, family, and community organizations to facilitate the individual components of the transition plan

Why is Transition Planning and Programming for Students with Disabilities Important?

The National Longitudinal Transition Study-2 (NLTS2) followed a nationally representative sample of students aged 13 to 16 years at the start of the study in 2000 until 2010 in an effort to understand their educational, vocational, social, and personal experiences as they transitioned from adolescence to adulthood (Newman et al., *Secondary School Programs*, 2011). The NLTS2 found that students with disabilities consistently performed more poorly than the general student population on a range of indicators: they were less likely to both enroll in and complete postsecondary education programs, were less likely to live independently, and experienced poorer employment outcomes (fewer hours per week, lower salaries, and reduced benefits). According to the US Department of Commerce (Newman et al., *Post-High School Outcomes*, 2011), an individual with a high school diploma who has not been identified as having a disability will earn, on average, one million dollars more over a lifetime than a similarly educated person with a disability.

Black and Latinx students with disabilities experiencing poverty are at risk for greater postsecondary employment difficulties (Dutta et al. 2019). The NLTS2 found that Black students with disabilities enrolled in and completed postsecondary training and education programs at significantly lower rates than white students with disabilities. Students with disabilities from households earning less than $25,000/year are significantly less likely to be engaged in postsecondary employment than students with disabilities from households earning more than $50,000/year (Newman et al., *Secondary School Programs*, 2011).

While US schools have a long way to go to ensure students with disabilities achieve postsecondary success commensurate with their peers without disabilities, it is encouraging that school-based transition services have resulted in improved student outcomes. Since transition planning for students with disabilities was mandated in 1990, fewer students with disabilities have dropped out of school, and more have enrolled in postsecondary education. Students with disabilities are employed at higher rates now than they were prior to 1990 (Trainor, Morningstar, and Murray 2016), and transition planning during high school is associated with increased access to disability support in postsecondary education programs (Newman, Madaus, and Javitz 2016). This suggests that transition programs grounded in evidence-based practices have the potential to positively impact postsecondary outcomes for students with disabilities.

Further, a body of research examining the predictors of postsecondary success for students with disabilities provides the field with a strong research base of specific interventions and evidence-based practices for transition planning and programming.

What are the specific benefits of implementing school-based transition planning and programming practices?

Research has documented a range of benefits of school-based transition planning and programming practices for students with disabilities, outlined on the following page.

DOCUMENTED BENEFITS OF TRANSITION PLANNING AND PROGRAMMING FOR STUDENTS WITH DISABILITIES		
Higher rates of post-secondary employment	Students with disabilities who participate in **work-based learning experiences** during high school experience higher rates of postsecondary employment than those who do not.	Dong, Fabian, and Luecking 2016; Luecking and Wittenburg 2009
	Students whose schools engage in meaningful **interagency collaboration** are more likely to obtain postsecondary employment.	Test et al. 2009
	Students with disabilities who exhibit **self-determination skills** are more likely to be engaged in postsecondary education and employment.	Algozzine et al. 2001; Berry, Ward, and Caplan 2012; Shogren et al. 2017; Doren and Kang 2016
Higher rates of enrollment in postsecondary educational programs	Students with disabilities whose **families are involved** in their transition planning are more likely to enroll in post-secondary educational programs than students whose families were not involved.	Test et al. 2009; Lindstrom and Beno 2020
	Having **transition goals focused on postsecondary employment** increases the likelihood that students with disabilities participate in postsecondary educational experiences.	Carter, Austin, and Trainor 2012; Chiang et al. 2012
	Students whose schools engage in **meaningful interagency collaboration** are more likely to enroll in postsecondary education programs.	Test et al. 2009
	Transition planning education in high school increased the likelihood that students with disabilities would seek and use disability services in postsecondary education institutions	Newman, Madaus, and Javitz 2016

Which School-Based Transition Planning and Programming Practices Predict Improved Postsecondary Outcomes for Students with Disabilities?

An extensive body of research examining transition planning and postsecondary outcomes for students with disabilities has identified evidence-based practices that should guide schools in designing transition programming.

Work-Based Learning Experiences

Work experience refers to any activity that places students in authentic workplace environments. It can include work sampling, job shadowing, internships, and paid employment. Work-related experiences during school are consistently correlated with higher rates of employment and engagement in postsecondary education programs for students with disabilities (Test et al. 2009; Mazotti et al. 2021). These opportunities contribute to developing technical, vocational, and employment skills and assist students in making informed decisions about long-term career interests (Cease-Cook et al. 2015).

Work experiences are most effective when they include the following (Kohler and Field 2003; National Secondary Transition Technical Assistance Center, n.d.):

- "Soft skills" that will promote vocational success are explicitly taught
- Accommodations necessary for successful participation in work-based experiences
- Transportation as needed
- Job performance evaluations and feedback for students
- Vocational assessments to match students to work experiences aligned with their interests
- Course credit for successful completion of work-based experiences

Self-Determination and Self-Advocacy Skills

Self-determination refers to the combination of skills, knowledge, and beliefs that enable individuals to engage in goal-directed, self-regulated, autonomous behavior. Self-advocacy is a subskill within self-determination, and refers to an individual's ability to "effectively communicate, convey, negotiate or assert his/her own interests and/or desires" (National Technical Assistance Center on Transition, "Instruction in Self-Advocacy," n.d.). Instruction in self-determination results in increased use of these skills and increased participation in IEP meetings (Algozzine et al. 2001). Self-determination skills are also associated with improved outcomes in postsecondary education programs (Test et al. 2009) and increased rates of independent living (Mazotti 2021).

Self-determination and self-advocacy skills can also increase the likelihood that students with disabilities have access to accommodations in postsecondary educational programs (Davis and Garfield 2021). Students with disabilities are more likely to successfully complete 2-year and 4-year college programs if they receive supports (those available to all students and disability-specific supports). Yet, only 24% of students with disabilities receive accommodations in postsecondary education. This is often because students do not disclose their disability status to their institutions (Newman, Madaus, and Javitz 2016). Active participation in transition planning meetings can serve to build student awareness of their disability and necessary accommodations and set up students for successfully advocating for services after high school (Morgan et al. 2017).

One evidence-based approach to building student self-advocacy skills is the Self-Directed IEP, in which students with disabilities learn to actively participate in and lead their own IEPs (Martin et al. 2006). The Self-Directed IEP uses video modeling, student assignments, and role-playing to teach skills like asking for feedback, stating goals, asking questions, and dealing with differences in opinion. Studies have found that participating in Self-Directed IEP meetings results in greater student leadership and participation in IEP meetings, more positive student and adult perceptions of the IEP process, and increased levels of self-determination (Martin et al. 2006; Askvig et al. 2020).

Interagency Collaboration

Interagency collaboration describes the exchange of information and sharing of resources across multiple stakeholders from schools, service agencies, community organizations, families, and students (Transition Coalition, n.d.) Schools should consider interagency collaboration with organizations that provide health and mental health services, vocational services, continuing education opportunities and supports, and services tailored to individual student circumstances (National Collaborative on Workforce & Disability for Youth 2018).

When executed effectively, interagency collaboration is associated with improved enrollment in postsecondary education programs and increased rates of postsecondary employment (Test et al. 2009). There are benefits to the participating agencies as well, including access to additional resources to support transition services, cost savings, and elimination of redundant services (Martin, Boon, and Love 2007).

Factors associated with successful interagency collaboration include (Kohler and Field 2003; Poirier et al. 2022):

- formal interagency agreements that outline roles, responsibilities, communication, and the like;
- a dedicated staff member (e.g., a "transition coordinator") responsible for transition planning and programming tasks, including establishing and overseeing interagency collaboration; and
- interagency participation in shared training opportunities.

Citing the lack of specific training for working with culturally and linguistically diverse (CLD) students and families in the transition planning process, Brown Ruiz and Scott (2021) present a framework for implementing culturally responsive practices during collaborative transition planning. The steps of the culturally responsive pre-employment transition services framework are as follows:

1. Service providers from the school and community agencies and organizations build professional relationships by establishing mutual understanding of roles and strengths, providing feedback, and holding each other accountable for understanding biases.
2. Service providers invest in a long-term process and work to understand the historical and institutional barriers faced by students and families.
3. Service providers engage in critical reflection to acknowledge systems of oppression and build social capital within the community.
4. Service providers incorporate culturally responsiveness and critical action in the transition planning process, including building student and family self-advocacy skills.

Family Involvement

Family involvement is a critical component of successful transition planning, as families serve as continuous partners across and beyond students' K–12 school experiences (National Collaborative on Workforce & Disability for Youth 2018). Family involvement in student-centered planning is associated with improved attendance, academic outcomes, and student self-esteem and reduced dropout rates (Kohler and Field 2003). Factors associated with increased family engagement in transition planning include (Benz, Lindstrom, and Halpern 1995; Lindstrom and Beno 2020):

- direct, routine communication strategies,
- joint training opportunities for educators and family members,
- a single, knowledgeable individual coordinating transition services at a school site, and
- support groups and networking opportunities with other families of students with disabilities.

Culturally and linguistically diverse (CLD) families and families experiencing poverty have lower rates of participation in school-based transition planning activities than white, English-speaking families (Hirano et al. 2018; Ju, Landmark, and Zhang 2018). Factors contributing to these lower participation rates can be categorized into three groups:

- School barriers: lack of awareness of cultural values and issues on the part of school staff, lack of availability of interpreters, and untimely communication about transition planning activities
- Adult barriers: undervaluing of the family's role in student-centered planning, low expectations for family involvement, and the level of bureaucracy encountered by families and students
- Family barriers: low self-efficacy, stress, lack of resources, and lack of cultural capital

Strategies to increase the meaningful participation of all families in the transition planning process include the following:

- Provide training and workshops to families to increase their knowledge about the transition planning process.
- Create networking opportunities for families to build relationships with other families in the school community.
- Provide professional development and coaching to build school staff knowledge and skills related to the engagement of CLD families in the transition planning process.
- Improve school-family communication by using multiple means of presenting information, avoiding jargon in communication with families, and enhancing translation and interpretation services.

Inclusion in General Education Classrooms

Students with disabilities who are primarily educated in the general education environment consistently have improved outcomes when compared to students with disabilities who are primarily educated in special education settings. They are more likely to participate in postsecondary education, be engaged in postsecondary employment, and live independently (Baer et al. 2003; Test et al. 2009; Mazotti et al. 2021).

Practices associated with effective inclusive models of education for students with disabilities include (National Collaborative on Workforce & Disability for Youth 2018):

- leadership support for the alignment of general and special education curriculum,
- ongoing formative assessment and data-driven intervention planning,
- curriculum and instruction that encourages and facilitates full participation and progress, and
- inclusion in out-of-classroom experiences to promote relationships between students with and without disabilities.

What are the Barriers to the Implementation of School-Based Transition Planning and Programming Practices?

Despite the evidence that well-designed transition planning and programming structures are associated with improved postsecondary outcomes for students with disabilities, many US schools do not consistently implement evidence-based practices for transition planning (Martin, Boon, and Love 2007; Scheef and McKnight-Lizotte 2022).

First, many students simply fail to participate in high school transition planning activities (Trainor, Morningstar, and Murray 2016). There are a number of factors influencing participation in transition planning, including a lack of opportunity to practice the self-determination skills required to engage in transition tasks (such as leading IEP meetings) and a mismatch between the normalization and independence required for self-determination and familial and cultural values of particular students and their families (Griffin 2011). Research has also documented dissatisfaction from students with disabilities and their families who have not felt adequately valued or included in the transition planning process (Trainor, Morningstar, and Murray 2016).

While interagency collaboration has been established as a best practice for transition planning, it is an underutilized practice, with less than 25% of transition planning meetings including a representative from a community agency or organization (Trainor, Morningstar, and Murray 2016). Barriers contributing to low levels of interagency collaboration include a lack of training on how to establish interagency relationships and how to refer students for services and a lack of awareness from community organizations and agencies on the role they should play in transition planning (Scheef and McKnight-Lizotte 2022).

What Evidence-Based Frameworks Can Schools Use to Design Transition Planning and Programming?

Kohler's Taxonomy for Transition Programming

Kohler's *Taxonomy for Transition Programming 2.0* (Kohler et al. 2016) summarizes the literature regarding predictors of postsecondary outcomes and strategies to foster successful transition for students with disabilities into college and careers. It is the predominant framework for transition planning and programming referenced across the literature on transition. The taxonomy provides five primary practice categories:

- **Student-focused planning:** Student-focused planning refers to the activities involved in designing and implementing individual student transition plans. It includes IEP development, planning strategies, and student participation.
- **Student development:** Student development refers to the functional and academic skills that support a positive and successful transition into post-secondary activities. It includes instruction in academic, social-emotional, and employment skills, as well as assessment, student support, and instructional context.

- **Interagency collaboration:** Interagency collaboration refers to coordinating the efforts of schools and community agencies, such as college offices of disability services, vocational centers, and adult service providers, to most effectively implement transition planning and programming services for students with disabilities. It includes a collaborative framework and collaborative service delivery.
- **Family engagement:** Family engagement refers to the ways in which schools actively support family involvement in the transition planning and programming process. It also refers to schools' specific actions to build family capacity to implement transition plans and includes family involvement, family empowerment, and family preparation.
- **Program structures:** Program structures refer to the elements of transition programs that support postsecondary outcomes for students with disabilities and the processes that schools use to evaluate and continually improve transition planning and programming for them. Program structures include program characteristics, program evaluation, strategic planning, policies and procedures, resource development and allocation, and school climate.

Guideposts for Success

The National Collaborative on Workforce and Disability for Youth established the *Guideposts for Success* in 2005 as a national framework for transition planning for students with disabilities (2018). The guideposts were revised in 2018, and they currently outline five domains essential to effective transition planning:

1. Career preparation and work-based learning experiences
2. Preparatory experiences
3. Youth development and leadership
4. Connecting activities
5. Family involvement and supports

The *Guideposts for Success* are meant to identify both what students with disabilities need to be successful in postsecondary education and employment as well as what is needed to ensure they achieve independence in adulthood.



Conclusion

In conclusion, formal postsecondary transition planning and programming for students with disabilities is not only a federal mandate (Individuals with Disabilities Education Act 2004) but, when conducted in alignment with practices supported in the literature, it is a critical contributor to positive postsecondary outcomes (Cobb et al. 2013; Cobb and Alwell 2009; Test et al. 2009). Factors associated with improved outcomes for students with disabilities include work-based learning experiences, self-determination and self-advocacy skills, interagency collaboration, inclusion in general education, and family involvement. Kohler's *Taxonomy for Transition Programming 2.0* (Kohler et al. 2016) and the National Collaborative on Workforce and Disability for Youth's *Guideposts for Success* summarize for schools and districts the factors and transition practices most closely associated with improved outcomes for students with disabilities. District staff looking to improve transition planning and programming for students with disabilities are advised to implement outcomes-oriented transition programs that reflect high expectations for students with disabilities, use data to continually evaluate and improve their transition planning and programming practices, and engage multiple stakeholders in the design, implementation, and evaluation of transition programs for students with disabilities.

FURTHER LEARNING

Taxonomy for Transition Programming

KOHLER ET AL.

Guideposts for Success: Framework for the Future

CENTER FOR ADVANCING POLICY ON EMPLOYMENT FOR YOUTH, N.D.

National Technical Assistance Center on Transition

Appendix

Bibliography

Algozzine, Bob, Diane Browder, Meagan Karvonen, David W. Test, and Wendy M. Wood. 2001. "Effects of Interventions to Promote the Self-Determination for Individuals with Disabilities." *Review of Educational Research* 71: 219–277. https://doi.org/10.3102/00346543071002219

Askvig Brent A., Melissa Naslund, Evan D. Borisinkoff, Rebecca Daigneault. 2020. "A Pilot Study of a Self-Determination Curriculum on Secondary Students." *Journal of the American Academy of Special Education Professionals,* Spring/Summer 2020: 21–40. https://www.naset.org/index.php?id=5507

Baer, Robert M., Robert W. Flexer, Suzanne Beck, Nangy Amstutz, Lynn Hoffman, Judy Brothers, Donna Stelzer, and Christine Zechman. 2003. "A Collaborative Followup Study on Transition Service Utilization and Post-school Outcomes." *Career Development for Exceptional Individuals* 26: 7–25. https://doi.org/10.1177/088572880302600102

Benz, Michael R., Lauren E. Lindstrom, and Andrew S. Halpern. 1995. "Mobilizing Local Communities to Improve Transition Services." *Career Development for Exceptional Individuals* 18, no. 1: 21–32. https://doi.org/10.1177/088572889501800103

Berry, Hugh G., Michael Ward, and Leslie Caplan. 2012. "Self-Determination and Access to Postsecondary Education in Transitioning Youths Receiving Supplemental Security Income Benefits." *Career Development and Transition for Exceptional Individuals* 35, no. 2: 68–75. https://doi.org/10.1177/0885728811422230

Brown Ruiz, Amber, and LaRon A. Scott. 2021 "Guiding Questions for a Culturally Responsive Framework During Preemployment Transition Services." *TEACHING Exceptional Children* 53, no. 5: 369–375. https://doi.org/10.1177/0040059920982312

Carter, Erik W., Diane Austin, and Audrey A. Trainor. 2012. "Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities." *Journal of Disability Policy Studies* 23, no. 1: 50–63. https://doi.org/10.1177/1044207311414680

Cease-Cook, Jennifer, Catherine H. Fowler, and David W. Test. 2015. "Strategies for Creating Work-Based Learning Experiences in Schools for Secondary Students With Disabilities." *TEACHING Exceptional Children* 47, no. 6: 352–358. https://doi.org/10.1177/0040059915580033

Chiang, Hsu-Min, Ying Kuen Cheung, Linda Hickson, and Luke Y. Tsai. 2012. "Predictive Factors of Participation in Postsecondary Education for High School Leavers with Autism." *Journal of Autism and Developmental Disabilities* 42: 685–696. https://doi.org/10.1007/s10803-011-1297-7

Cobb, R. Brian, Stephen Lipscomb, Jennifer Wolgemuth, and Theresa Schulte. 2013. *Improving Post-High School Outcomes for Transition-Age Students with Disabilities: An Evidence Review* (NCEE 2013-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, US Department of Education. Accessed March 20, 2024. **https://ies.ed.gov/ncee/pubs/20134011/**

Cobb, R. Brian, and Morgen Alwell. 2009. "Transition Planning/Coordinating Interventions for Youth with Disabilities: A Systematic Review." *Career Development for Exceptional Individuals* 32, no. 2: 70–81. **https://doi.org/10.1177/0885728809336655**

Davis, Mariya T., and Theresa A. Garfield. 2021. "Transition to Adulthood: Preparing Students With Specific Learning Disabilities." *Kappa Delta Pi Record* 57, no. 2: 64–69. **https://doi.org/10.1080/00228958.2021.1890440**

Dong, Shengli, Ellen Fabian, and Richard G. Luecking. 2016. "Impacts of School Structural Factors and Student Factors on Employment Outcomes for Youth With Disabilities in Transition." *Rehabilitation Counseling Bulletin* 59, no. 4: 224–234. **https://doi.org/10.1177/0034355215595515**

Doren, Bonnie, and Hyun J. Kang. 2016. "Autonomy, Self-Realization, and Self-Advocacy and the School- and Career-Related Adjustment of Adolescent Girls With Disabilities." *Career Development and Transition for Exceptional Individuals* 39, no. 3: 132–143. **https://doi.org/10.1177/2165143415574875**

Dutta, Alo, Madan Kundu, Kanako Iwanaga, Nicole Ditchman, and Fong Chan. 2020. "Transition Engagement of African American Youth With Disabilities: A Serial Mediation Model." *Exceptional Children* 86, no. 3: 276–292. **https://doi.org/10.1177/0014402919884542**

Griffin, Megan M. 2011. "Promoting IEP Participation: Effects of Interventions, Considerations for CLD Students. *Career Development and Exceptional Individuals* 34, no. 3: 153–164. **https://doi.org/10.1177/0885728811410561**

Hirano, Kara A., Dawn Rowe, Lauren Lindstrom, and Paula Chan. 2018. "Systemic Barriers to Family Involvement in Transition Planning for Youth with Disabilities: A Qualitative Metasynthesis" *Journal of Child and Family Studies* 27, no. 11, 3440–3456. **https://doi.org/10.1007/s10826-018-1189-y**

Individuals with Disabilities Education Act. 20 U.S.C. § 1400 (2004). **https://sites.ed.gov/idea/regs/b**.

Ju, Song, Leena Jo Landmark, and Dalun Zhang. 2018. "Culturally and Linguistically Diverse Family Involvement in Transition Planning: A Research Synthesis." *Journal of Special Education Leadership*, 31, no. 1: 16–26.

Kohler, Paula D., and Sharon Field. 2003. "Transition-Focused Education." *The Journal of Special Education* 37, no. 3: 174–183. **https://doi.org/10.1177/00224669030370030701**

Kohler, Paula D., June E. Gothberg, Catherine Fowler, and Jennifer Coyle. 2016. *Taxonomy for Transition Programming 2.0: A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs.* Western Michigan University. **https://www.transitionta.org**

Lindstrom, Lauren, and Carolynne Beno. 2020. *Promoting Successful Transitions for Students with Disabilities.* Policy Analysis for California Education, PACE. Accessed March 20, 2024. http://files.eric.ed.gov/fulltext/ED605089.pdf

Luecking, Richard G., and David Wittenburg. 2009. "Providing Supports to Youth with Disabilities Transitioning to Adulthood: Case Descriptions from the Youth Transition Demonstration." *Journal of Vocational Rehabilitation* 30, no. 3: 241–251. http://doi.org/10.3233/JVR-2009-0464

Martin, James E., Jamie L. Van Dycke, W. R. Christensen, Barbara A. Greene, J. E. Gardner, and David L. Lovett. 2006. "Increasing Student Participation in IEP Meetings: Establishing the Self-Directed IEP as an Evidenced-Based Practice." *Exceptional Children* 72, no. 3: 299–316. http://doi.org/10.1177/001440290607200303

Martin, Christopher, Richard T. Boon, and Cordy Love. 2007. "Transition Planning: Improved Methods to Promote Student Success from High School to the Workforce." *Journal of the American Academy of Special Education Professionals*, Winter 2007: 53–63. Accessed March 20, 20204. https://eric.ed.gov/?id=EJ1140222

Mazzotti, Valerie L., Dawn A. Rowe, Stephen Kwiatek, Ashley Voggt, Hsuan Chang, Catherine H. Fowler, Marcus Poppen, James Sinclair, and David W. Test. 2021. "Secondary Transition Predictors of Postschool Success: An Update to the Research Base." *Career Development and Transition for Exceptional Individuals* 44, no. 1: 47–64. https://doi.org/10.1177/2165143420959793

Morgan, Robert L., Scott Kupferman, Eliza Jex, Heidi Preece, and Shannon Williams. 2017. "Promoting Student Transition Planning by Using a Self-Directed Summary of Performance." *TEACHING Exceptional Children* 50, no. 2: 66–73. https://doi.org/10.1177/0040059917734383

National Collaborative on Workforce & Disability for Youth. 2018. *Guideposts for Success*. Washington DC: US Department of Labor, Office of Disability Employment Policy. Accessed March 19, 2024. https://capeyouth.org/wp-content/uploads/sites/9/2021/02/Guideposts-2.0-Research-Base-Paper-Final.pdf

National Technical Assistance Center on Transition. n.d. "Instruction in Self-Advocacy." Accessed March 3, 2024. https://transitionta.org/topics/pre-ets/self-advocacy/

National Technical Assistance Center on Transition. n.d. "Predictors of Post School Success." Accessed June 13, 2022. https://transitionta.org/effective-practices/all-predictors/

National Secondary Transition Technical Assistance Center. n.d. "Age-Appropriate Transition Assessment."

Newman, Lynn, Mary Wagner, Tracy Huang, Debra Shaver, Anne-Marie Knokey, Jennifer Yu, Elidia Contreras, Kate Ferguson, Sarah Greene, Katherine Nagle, and Renée Cameto 2011. *Secondary School Programs and Performance of Students with Disabilities. A Special Topic Report of Findings from the National Longitudinal Transition Study-2.* (NLTS2) (NCSER 2012-3000). US Department of Education. Washington, DC: National Center for Special Education Research.

Newman, Lynn, Mary Wagner, Anne-Marie Knokey, Camille Marder, Katherine Nagle, Debra Shaver, and Xin Wei. 2011. *The Post-High School Outcomes of Young Adults with Disabilities up to 8 Years after High School: A Report from the National Longitudinal Transition Study-2* (NLTS2). NCSER 2011-3005. National Center for Special Education Research. Menlo Park, CA: SRI International.

Newman, Lynn A., Joseph W. Madaus, and Harold S. Javitz. 2016. “Effect of Transition Planning on Postsecondary Support Receipt by Students With Disabilities.” *Exceptional Children* 82, no. 4: 497–514. https://doi.org/10.1177/0014402915615884

Poirier, Sarah-Ève, Marie Catherine St-Pierre, Francine Julien-Gauthier, Véronique Flamand, Sarah Martin-Roy, and Chantal Desmarais. 2022. “Inter-Agency Collaboration in the Transition from School to Adulthood of Students with Disabilities: A Narrative Review of the Literature.” *International Journal of Disability, Development and Education* 69, no. 4: 1249–1256. https://doi.org/10.1080/1034912X.2020.1779915

Scheef, Andrew R., and Michelle McKnight-Lizotte. 2022. “Utilizing Vocational Rehabilitation to Support Post-School Transition for Students With Learning Disabilities.” *Intervention in School and Clinic* 57, no. 5: 316–321. https://doi.org/10.1177/10534512211032604

Shogren, Karrie A., Mauricio Garnier Villarreal, Kyle Lang, and Hyojeong Seo. 2017. “Mediating Role of Self-Determination Constructs in Explaining the Relationship Between School Factors and Postschool Outcomes.” *Exceptional Children* 83, no. 2: 165–180. https://doi.org/10.1177/0014402916660089

Test, David W., Valerie L. Mazzotti, April L. Mustian, Catherine H. Fowler, Larry Kortering, and Paula Kohler. 2009. “Evidence-Based Secondary Transition Predictors for Improving Postschool Outcomes for Students With Disabilities.” *Career Development for Exceptional Individuals* 32, no. 3: 160–181. https://doi.org/10.1177/0885728809346960

Trainor, Audrey A., Mary E. Morningstar, and Angela Murray. 2016. “Characteristics of Transition Planning and Services for Students With High-Incidence Disabilities.” *Learning Disability Quarterly* 39, no. 2: 113–124. https://doi.org/10.1177/0731948715607348

Transition Coalition. n.d. “Interagency Collaboration: The Groundwork.” Online module. https://transitioncoalition.org/courses/interagency-collaboration