

# Rehab Library News



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## Resources on Transition

*The Rehabilitation Library has many books and audiovisual materials on transition from high school to adult life. To borrow any item for up to two weeks, please contact the library at [avlibrary@dshs.state.tx.us](mailto:avlibrary@dshs.state.tx.us) or call (512) 776-7260 or toll-free 1-888-63-7111 x7260. The online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com) lists additional materials.*

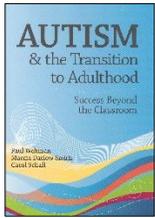
## Books

**7 steps for success: high school to college transition strategies for students with disabilities.** Elizabeth C. Hamblet, 2011. (LC 4019 H199 2011 RHB).

This book helps students with disabilities plan for the transition to college while they are still in high school. Steps 1 and 2 lay out a legal foundation for readers. Steps 3 and 4 discuss the self-management and academic skills linked with success at college. Step 5 reviews accommodations that are or are not available in college. Step 6 answers common questions about admissions and offers thoughts on how much students should disclose about their disability. Step 7 offers guidance on preparing the paperwork for admissions, including a transition portfolio.

**Adolescents and adults with learning disabilities and ADHD: assessment and accommodation.** Noel Gregg, 2009. (WS 110 G819 2009 RHB).

This book offers clear guidance on how to conduct evidence-based assessments of adolescents and adults with learning disabilities and ADHD and select appropriate instructional and testing accommodations. The reader learns to navigate the maze of laws, policies and scientific findings and especially how to support students during the transition from high school to higher education or employment.



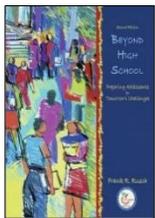
**Autism and the transition to adulthood: success beyond the classroom.** Paul Wehman, 2009. (WM 203.5 W413a 2009 RHB).

This guide discusses transition planning for students with autism. It explains how to conduct an assessment of a young persons' goals, strengths, and skills; implement positive behavior support; provide community-based instruction at naturally occurring times; show students and families how to use SSA disability benefits; assist students with college preparation; and use supported or customized employment strategies.

**The autism transition guide: planning the journey from school to adult life.**

Carolyn Thorwarth Bruey, 2009. (WM 203.5 B889a 2009 RHB).

This is a road map for teenagers with autism, their families, teachers, counselors, and transition specialists to help navigate the crucial and tricky journey from high school to adult life. Planning for residential choices, postsecondary education, employment, recreation, and leisure activities are all covered.



**Beyond high school: preparing adolescents for tomorrow's challenges.** 2008. (461 B573 2008 RHB).

This book discusses issues involved in the transition of students with disabilities from high school to the working world. It explains the importance of planning and preparation, placement and support, and procedures to consider when addressing students who drop out of school. Guidelines for measuring program effectiveness are also included.

**Community-based vocational training.** Jill D. Wheeler, 2006. (461 W563c 2006 RHB).

This book shows special educators how to provide community-based vocational training to students with developmental disabilities. It emphasizes the development of nonpaid job sites, especially for students in the early stages of training. Its goal is to prepare students for community integration and paid employment. The CD-ROM contains the book in pdf format.

**Developing college skills in students with autism and Asperger's syndrome.** Sarita Freedman, 2010. (203.6 F853d 2010 RHB).

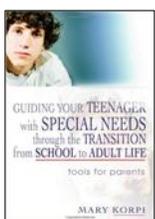
This book describes the unique needs that students with autism spectrum disorders who are entering higher education are likely to have. It offers strategies that can be implemented during the students' elementary, middle, and high school years. The author offers advice on the various types of support these students may need during their college years.

**Employment and career planning: informal assessments for transition.** 2007. (HF 5381 E55 2007 RHB).

This book provides reproducible informal assessment instruments to assist with determining a student's interests and preferences, abilities and skills, career exploration, and job search.

**Evidence-based instructional strategies for transition.** David Wesley Test, 2012. (LC 4019 T342e 2012 RHB).

This book provides evidence-based guidance on how to help students with significant disabilities prepare for every aspect of adult life, from applying for a job to improving social skills.



**Guiding your teenager with special needs through the transition from school to adult life: tools for parents.** Mary Korpi, 2007. (461 K84g 2007 RHB).

When teenagers with special needs make the transition from school to adult life, both they and their families are faced with many new decisions and challenges. This book provides essential information and advice for young adults with different types of challenges and different levels of ability to help families prepare for that transition. In Part 1, families learn how to adapt everyday routines so that the teenager can foster the vital life skills needed in adulthood. In part 2, an overview of a wide range of options such as college, employment, adult day programs and other services is given.

**Integrating transition planning into the IEP process.** 2010. (461 I61 2010 RHB).

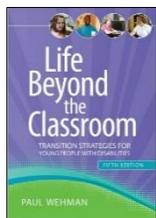
When students receiving special education services leave the supportive environment of high school behind, they enter a new and challenging world. These young adults with disabilities need assistance to be prepared to fully participate in the postsecondary education, employment, and social and leisure opportunities offered by their communities. This book aims to help create a smooth transition from school to adult life by helping those involved in the transition process better understand, develop, and implement transition planning.

**Launching into adulthood: an integrated response to support transition of youth with chronic health conditions and disabilities.** 2010. (LC 4019 L376 2010 RHB).

As adolescents with disabilities or chronic health conditions reach adulthood, they face complex challenges related to employment, education, housing, health care, and community participation. This book gives decision-makers a clear vision to work toward as they reform the fragmented system of assistance for these adolescents. The book makes research-based recommendations that would streamline access to services, meet young people's individual needs, and improve long-term outcomes.

**Life after high school: a guide for students with disabilities and their families.** Susan Yellin, 2010. (461 Y43 2010 RHB).

This book has everything that students, instructors, and professionals in rehabilitation programs need to define, plan, facilitate, and support transition for young people with disabilities as they enter adulthood. It contains a text that blends theory with practical forms, sample individualized transition plans, and useful study questions.

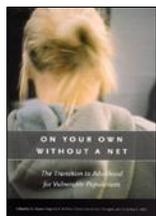


**Life beyond the classroom: transition strategies for young people with disabilities,** 5<sup>th</sup> ed. Paul Wehman, 2015.

This book provides a complete overview of the issues students with disabilities and their families need to consider when these students graduate from high school and move on to further education or the workplace. The legal obligations and disability documentation needed to ensure that students receive appropriate support and accommodations in college are discussed. Practical advice on entrance exams and applications, selecting the right college, achieving independence, and more is given in this helpful book. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Life in the Asperger lane: Asperger syndrome success tips and techniques for parents and educators.** Dan Coulter, 2012. (WS 350.8 P4 C855 2012 RHB).

This is a collection of articles written by the father of a boy with Asperger syndrome. He writes about parenting children with special needs and about ways to promote success in these children. Some of the topics include acquiring social skills, taking a positive approach, generating awareness of Asperger syndrome, fostering success at school, parenting, siblings, and more.



**On your own without a net: the transition to adulthood for vulnerable populations.** (LC 4019 O58 2007 RHB).

This book documents the special challenges that face vulnerable populations during the transition from adolescence to adulthood. These vulnerable populations include former foster care youth, youth in the juvenile justice or criminal justice system, runaway or homeless youth, former special education students, young people in the mental health system, and youth with physical disabilities.

**Pathways to successful transition for youth with disabilities: a developmental process.**

Carol A.Kochhar-Bryant, 2008. (461 K76p 2008 RHB).

Transition services must be arranged to meet the needs of students with different long-term goals. This textbook for college students examines the processes of career development and transition for youth with disabilities.

**Preparing for life: the complete guide for transitioning to adulthood for those with autism and Asperger's syndrome.** Jed Baker, 2005. (203.6 B167p 2005 RHB).

This is a life skills guide for individuals with autism and Asperger syndrome. It discusses social skills and strategies needed for success in the adult world, including discussion of perspective-taking, nonverbal communication skills, and stress management.

**Preparing students with disabilities for college success: a practical guide to transition planning.** 2010. (LC 4019 P927 2010 RHB).

For students with mild to moderate, nonvisible disabilities, navigating a college education without the support team they had in high school can be challenging. This book shows transition personnel, counselors, and educators how to help students find the right college, navigate the admissions process, teach students to ask for what they need, determine student eligibility for services and accommodations, implement social supports, and work with families to foster effective transition planning.

**Promoting self-determination in students with developmental disabilities.** Michael L. Wehmeyer, 2007. (556 W413p 2007 RHB).

This book reviews the breadth of available methods for teaching components of self-determination, including choice making, problem solving, decision making, goal setting, self-advocacy, and self-regulated learning so that students with disabilities can transition to independent living.

**The road ahead: transition to adult life for persons with disabilities.** 2014. (WM 300 R628 2014 RHB).

Successful transition from school to adult life has always been difficult for people with disabilities, especially in the area of employment. This book provides strategies and ideas for improving the lives of people with disabilities, exploring new ways of enabling a successful transition to an integrated adult working life by providing effective instruction and support.

**Successful transition programs: pathways for students with intellectual and developmental disabilities.**

John McDonnell, 2010. (LC 4019 M136s 2010 RHB).

This book addresses the full range of curricular and instructional issues that face professionals working with students with intellectual and developmental disabilities in secondary and postsecondary programs. It explains that the most effective transition programs build on the capacity of students for employment, community living, and citizenship.

**Texas effectiveness study: post-school experiences of former high school students.** 2006. (461 T355 2006 RHB).

This report summarizes the results of qualitative case study interviews conducted with twenty former high school students from across Texas. Half the individuals interviewed were from the general education population and half received special education services while attending high school.

**Think college!: postsecondary education options for students with intellectual disabilities.** Meg Grigal, 2010. (557.3 G857t 2010 RHB).

This book explains how to support students with disabilities before, during, and after a successful transition to college. It explores three models for these students: inclusive individual approach, the mixed hybrid approach, and substantially separate options.

**Transition of secondary students with emotional or behavioral disorders: current approaches for positive outcomes.** (LC 4019 T772c 2010 RHB).

This book discusses the cultural, familial, and personal context of transition services for students with emotional or behavioral disorders. It covers the assessment and planning for these students at the secondary level. Settings and services for these students in their transition to adulthood is described. Transition approaches for students in the juvenile justice system are also discussed.

**Transition of youth and young adults with emotional or behavioral difficulties: an evidence-supported handbook.** Hewitt B.Clark, 2009. (461 C593t 2009 RHB).

This handbook describes how to support the transition to adulthood for young people with mental health issues. It helps readers apply evidence-supported practices to guide youth through the transition obstacle course. It helps counselors implement strategies to help students make the transition from high school to meaningful employment, education, or technical training.

**Transition planning for secondary students with disabilities.** (461 T772 2008 RHB).

This book describes the varied transition needs of students with disabilities and the options and career paths potentially available. It explains both theory and practice. Four sections are included: implementing transition systems; creating a transition perspective of education; promoting movement to postschool environments; and developing a responsive transition system.

**Transition planning for students with disabilities: what educators and service providers can do.** Jeffrey P. Bakken, 2008. (461 B168t 2008 RHB).

This book focuses on all aspects of transition planning from school to post-school levels. It provides a foundation of transition services and a historical overview of models and practices. It looks at transition with students from culturally and ethnically diverse backgrounds. Career development, as well as planning for independent living, are all discussed.

**Transition to postsecondary education for students with disabilities.** Carol A. Kochhar-Bryant, 2009. (557.3 K76 2009 RHB).

This book provides guidance to professionals who are preparing students for transition from high school to make informed choices and decisions regarding their future educational and career goals. It talks about individual responsibilities, the role of families, communities, and professionals. Student voices present the perspectives of students themselves. One chapter discusses considerations for students with specific disabilities.

**The way to work: how to facilitate work experiences for youth in transition.** Richard G. Luecking, 2009. (461 L948w 2009 RHB).

This practical guide is aimed at helping educators, transition specialists, and employment specialists facilitate satisfying work experiences and jobs for high school students and young adults with disabilities. It includes examples of model programs and tools and forms that can be photocopied.

## Audiovisuals

**College success for students with learning challenges.** 75 min. 2008. (DD0352).

This DVD explains the difference between high school and college and the range of support available in America's colleges. It details how to determine how much support is needed and how to assess which colleges meet the needs of the student with a learning challenge. Students are advised about when and how to disclose their disability.

**The next step: failure is not an option.** 19 min. 2003. (DD0130).

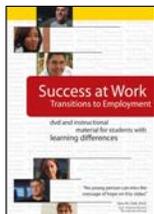
This program will help students with disabilities decide which educational path is best. Students with disabilities share their personal stories of challenge and accomplishment. They talk about what to expect in preparing for education beyond high school.

**Open futures: people with disabilities at work.** 10 min. 2003. (DD0291).

This DVD offers youth-focused and fast-paced video interviews. Role models do the talking in their own workplaces, showing their successes and self-determination. This program motivates career exploration through people with disabilities who tell how they followed their dreams and found the right job for themselves. They share

challenges, interests, obstacles, tips, and tactics. This program is also for use in schools and agencies that provide career guidance and services.

**Practical strategies for transitioning students with autism to post-secondary life.** 90 min. 2007. (CA0014). Barbara T. Doyle leads a discussion of the needed services and skills that support transitions from school. She explains why identifying and eliminating dangerous and potentially dangerous behavior is a crucial element of the transition plan from the start. She identifies essential academic and personal skills that students need to succeed, and how to teach these skills. The importance of effective team communication is emphasized. Listeners are encouraged to use restricted and repetitive interests as assets in vocational planning and training. She offers strategies to connect students with adult service providers and potential employers. She gives effective ways to involve and support parents and families in teaching needed skills from an early age.



**Success at work: transition to employment.** 56 min. 2003. (DD0148).

This program features six young people with specific learning disabilities and or ADHD in transition from high school into the workforce. They openly discuss the challenges they have faced and how they have attained success through self-advocacy and positive beliefs.

**Through the same door: inclusion includes college.** 25 min. 2006. (DD0163).

Viewers meet Micah Fialka-Feldman. In many ways, this 21-year old student enjoys a typical life: making friends, participating in college activities, and volunteering in the community and in politics. This film documents the movement of fully inclusive education by exploring Micah's desire for a life without boundaries. As a high school student, Micah wanted the college experience. Viewers will see his successful transition to college.

**Transferable skills: what they are and how you get them.** 101 min. 2012. (DD0609).

Employers are looking for candidates with communication, organizational, leadership, problem-solving and teamwork skills. Viewers will be able to define these skills and watch as people that do the hiring at major corporations and government organizations explain what skills they are looking for when hiring. This five-part series will help viewers identify transferable skills and highlight those skills in job interviews.

## New Books

**Neurotribes: the legacy of autism and the future of neurodiversity.** Steve Silberman, 2015 (WM 203.5 S54 2015).

This book challenges conventional thinking about autism and suggests a broader model for acceptance, understanding, and full participation in society for people who think differently. What is autism: a devastating developmental disorder, a lifelong disability, or a naturally occurring form of cognitive difference akin to certain forms of genius? Steve Silberman unearths the secret history of autism and finds surprising answers to the crucial question of why the number of diagnoses has soared in recent years. Going back to the earliest days of autism research and chronicling the brave and lonely journey of autistic people and their families through the decades, Silberman provides long-sought solutions to the autism puzzle, while mapping out a path for our society toward a more humane world in which people with learning differences and those who love them have access to the resources they need to live happier, healthier, more secure, and more meaningful lives. Along the way, he reveals the untold story of Hans Asperger, the father of Asperger's syndrome, whose "little professors" were targeted by the darkest social-engineering experiment in human history; exposes the covert campaign by child psychiatrist Leo Kanner to suppress knowledge of the autism spectrum for fifty years; and casts light on the growing movement of "neurodiversity" activists seeking respect, support, technological innovation, accommodations in the workplace and in education, and the right to self-determination for those with cognitive differences.

## New Audiovisuals

*We have added several new audiovisuals to the Rehabilitation Library. To borrow any item for up to two weeks or to register to view online videos, please contact the library at [avlibrary@dshs.state.tx.us](mailto:avlibrary@dshs.state.tx.us) or call (512) 776-7260 or toll-free 1-888-963-7111 x7260. The online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com) lists additional materials.*

**Houndville: human resource collection.** 44 min. 2006. (DV0943).

This animated DVD brings real world workplace issues to the surface in a humorous, lighthearted way. Houndville residents make mistakes at work, so your staff can learn from them. These short vignettes make powerful meeting openers and will compliment your next staff meeting, business presentation or training session.

**Job search success: starting a job.** 17 min. 2012. (DD0713).

This program highlights the importance of making a good impression and maintaining professional standards from day one of employment. Viewers learn about good preparation, common orientation processes, clear presentation and communication, understanding workplace culture, getting along with fellow employees, building relationships, and being aware of health and safety concerns. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Legal and ethical issues for mental health professionals: understanding confidentiality, privilege, reporting, and duty to warn.** 140 min. 2008. (DV1176).

These four vignettes include commentary by Stephen Feldman, an expert in the fields of both law and psychology. Viewers will learn the difference between privilege and confidentiality. They will also learn when they are allowed to break confidentiality and when they are required to break confidentiality. They will understand when progress notes or confidential psychotherapy notes can be subpoenaed as evidence in a trial. How does a therapist know when to break confidentiality to warn someone of potential danger? This comprehensive video provides answers.

**Manners boot camp.** 18 min. 2015. (DD0714).

Having good manners will help workers stand out from the crowd and knowing how to act with professional courtesy can help them land a job and succeed once they have a foot in the door. Viewers join Sasha and Sean in manners boot camp as they work to get their etiquette in shape for the professional world of work. Topics include the importance of manners, job interview etiquette, business phone etiquette, and email etiquette. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**STEM careers in two years.** 22 min. 2012. (DD0712).

This DVD features profiles of three IT workers who make a comfortable living after only two years of higher education. Viewers meet Bob, a help desk administrator for an innovative retail company; Mike, a system administrator for a communications company; and Joe, a network engineer for a custom IT service provider. Each describes the job search path that led to a position with professional, emotional, and financial rewards. Their managers and coworkers also provide input. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

## Featured Websites

**Navigate Life Texas**, a website for families of children with disabilities, has a section on transitioning from childhood to adulthood. See <https://www.navigatelifetexas.org/en/blog/category/transition-to-adulthood>

**The Network on Transitions to Adulthood** examines the changing nature of early adulthood and the policies, programs, and institutions that support young people as they move into adulthood. See <http://transitions.s410.sureserver.com>

**The Research and Training Center for Pathways to Positive Futures** aims to improve the lives of youth and young adults with serious mental health conditions through rigorous research and effective training and dissemination. See <http://www.pathwaysrtc.pdx.edu/>

**The Transition Coalition**, located at the University of Kansas, Beach Center on Disability, has been maximizing professional development opportunities for secondary transition and college and career readiness of youth with disabilities. See <http://transitioncoalition.org>

## Featured Journal Articles

If you would like to receive the full text of any journal articles, please contact the library at (512) 776-7559, toll-free 1-888-963-7111 ext. 7559, or e-mail [library@dshs.state.tx.us](mailto:library@dshs.state.tx.us).

### **Are high schools referring transition-age youth with intellectual disabilities to vocational rehabilitation? A state-by-state analysis.** Evert CR, Gonda J, Vaschak J *J Vocat Rehabil.* 2015;42(3):263-270.

Background: Historically, individuals with intellectual disabilities (ID) have been chronically un- and under-employed. To address these poor vocational outcomes, federal law in the United States requires that transition services be provided to special education students by their sixteenth birthday. Part of these services should be the referral to adult service agencies, such as the state-federal vocational rehabilitation (VR) programs. Objective: This research examined the rate at which applicants were referred to VR services by their high schools. It attempted to determine whether the rates of referral of transition-aged youth (ages 17 to 25) with ID were decreasing over a ten-year period (2004 to 2013). It also examined demographic differences between applicants to VR who were referred by high schools and those referred from all other sources. Methods: Utilizing the Rehabilitation Services Administration (RSA). RSA's Case Service Report (911) database, this study examined the referral source of all 286,663 transition-age youth with ID who had their cases officially closed by VR from 2004 to 2013. Two groups were compared. 158,114 individuals referred by their high schools and 128,548 who were referred by other sources. Results: Data presented here indicated the rate of referral from high schools decreased steadily from 62.3% in 2004 to 50.0% in 2013 and that this trend was evident in forty-two of the fifty U.S. states. Individuals who were referred to VR by their high schools tended to be younger (18.3 v. 20.9 years old) and less likely to have multiple disabilities (34.0% v. 48.6%) than individuals referred by any other source.

### **Causal effects of inclusion on postsecondary education outcomes of individuals with high-incidence disabilities.** Rojewski J, Lee I, Gregg N. *J Disabil Policy Stud.* 2015;25(4):210-219.

Using data from the National Longitudinal Transition Study–2 results of a propensity score analysis revealed significant causal effects for inclusive placement in high school on postsecondary education outcomes for adolescents with learning disabilities or emotional-behavior disorders two years after high school completion. Students earning 80% or more of their academic credits in general education settings (inclusive placement) were twice as likely to enroll and persist in postsecondary education when compared with students receiving fewer credits in inclusive classroom settings. These findings extend results of past descriptive and correlational studies by detecting a direct causal link between inclusion and postsecondary education.

If you would like to receive the full text of any journal articles, please contact the library at (512) 776-7559, toll-free 1-888-963-7111 ext. 7559, or e-mail [library@dshs.state.tx.us](mailto:library@dshs.state.tx.us).

### **Correlates of critical thinking and college and career readiness for students with and without disabilities.**

Lombardi AR, Kowitt JS, and Staples FE. *Career Dev Transit Except Individ.* 2015;38(3):142-151.

Considered a non-academic factor that is not necessarily measured by academic indicators of college and career readiness (e.g., grade point average, college admissions exams scores), critical thinking is an important aspect of 21st century learning and thus should be embedded into secondary school instruction and assessment. In this study, secondary students with and without disabilities were assessed with a critical thinking measure and compared. Findings show significant differences between groups and the relationship to grade point average and PSAT scores. Implications are addressed for high school personnel to consider the assessment of critical thinking

as part of career planning in a data-based decision-making framework to provide equal access and support to all students in terms of college and career readiness.

**Education and employment outcomes from the RSA data file for transition-age African American, White, and Hispanic youth with learning disabilities.** *J Appl Rehabil Couns.* 2015;46(3):15-24.

Relationships among consumer demographic variables, services, and employment outcomes for 25,218 15 to 18 year old youth with learning disabilities were examined using the Rehabilitation Services Administration database from 2012. The 25,218 individuals were randomly split for cross-validation purposes into Sample One and Sample Two. A separate logistic regression was run for each sample. Variables significant for both samples included being African American, college and occupational training, and job placement. The correct classification of the logistic regression for Sample One was 67.1 % and for Sample Two it was 66%. African American males had significantly lower successful employment rates than White or Hispanic males. African American females had significantly lower successful employment rates than White or Hispanic females. Mean earnings per week for White males and females combined were significantly higher than African American males and females combined. Hypotheses for the above findings include White and Hispanic youth using job placement resources at educational institutions, cultural mistrust, and rehabilitation counselors following youth's expressed preferences. Implications for practice include engaging ethnically diverse consumers in vocational rehabilitation through an empowerment approach and viewing family involvement in transition planning as a continuum.

**Emerging adults with disabilities: theory, trends, and implications.** JM Meyer, VM Hinton, N Derzis. *J Appl Rehabil Couns.* 2015;46(4):3-10.

Emerging adulthood, a relatively new and promising developmental period coined by Arnett (2000), has come to the forefront of the developmental psychology literature. Emerging adulthood is defined as the developmental period between late adolescence and young adulthood that includes individuals between 18- 29 years old. As a developmental period, emerging adulthood applies to all individuals, including those with disabilities. Although there have been numerous studies on youth with disabilities, this population has not been studied from the vantage point of Arnett's concept of "emerging adulthood." The purpose of this manuscript is to explore the primary theoretical constructs of emerging adulthood: (a) self-exploration (e.g., identity development); (b) uncertainty; (c) self-focus; (d) transition; and (e) optimism, as well as the social trends and implications. Emerging adulthood provides insight that has implications for the educational and rehabilitation services for young adults, including transition services.

**Friendship is the ocean: importance of friendship, acceptance, and leadership in the transition to adulthood.** Schuh MC, Sundar V, and Hagner DC. *Career Dev Transit Except Individ.* 2015;38(3):152-161.

Youth with disabilities, compared with their typical peers, have a higher likelihood of dropping out of school and experience poorer transition outcomes. Evidence supports programs and interventions focusing on inclusive education and leadership skills results in successful transition to college and career. This article describes the experiences of six youth with and without disabilities as they participate in the Youth Empowerment Series, a project helping students navigate the path to postsecondary education and/or employment. A phenomenological approach and photoelicitation was used to gather information about participant's transition experiences. Findings suggest participants valued forming personal connections and friendships as they entered adulthood. Themes included acceptance, leadership, self-advocacy, inclusion, and planning for future goals. Participants were aware of transition needs and goals and had an understanding of the support systems needed to reach their goals. Future research on the role of friendship networks in transition planning as a natural support is warranted.

**Implementing CIRCLES: A new model for interagency collaboration in transition planning.** Povenmire-Kirk T, Diegelmann K, Aspel N, et al. *J Vocat Rehabil.* 2015;42(1):51-65.

Background: Transition planning services for students with disabilities are mandated by IDEA 2004, but getting all the right folks to the table to plan for this transition is difficult to accomplish. Objective: CIRCLES is a new model for interagency collaboration in transition planning. It includes three levels of teams, working together to identify specific post-school goals for students with disabilities, and developing a series of steps to help each student achieve them. Methods: This study utilized focus groups of key members of the different levels of teams involved

to identify successes and challenges in the first year of implementation of this new model. Results: The CIRCLES model of service delivery improved agency members' sense of collaboration and awareness of services available in their districts. Conclusions: Although more research is needed, CIRCLES as a service delivery model increases interagency collaboration for transition planning for students with disabilities

**Long term earnings and disability program participation outcomes of the Bridges transition program.**

Hemmeter J, Donovan M, Cobb J, Asbury T. *J Vocat Rehabil.* 2015;42(1):1-15.

Background: The Bridges from School to Work (Bridges) program provides job placement and supports for youth with disabilities. Operating in nine sites across the country, over 18,000 youth have received job placement services through Bridges. Objective: The paper presents long-term outcomes of youth who participate in the study to determine if previously documented short-term outcomes continue into adulthood. Methods: We examine the earnings of Bridges participants up to age 30. We present longitudinal statistics on the earnings and Supplemental Security Income (SSI) and Social Security Disability Insurance (DI) program participation of youth placed by Bridges into a job. A comparison with similarly aged youths receiving SSI who did not participate in Bridges is also made. Results: At age 30, almost three quarters of youth placed by Bridges have earnings. We also find that SSI participation declines through age 30 and DI participation increases. Among placed youth who received SSI at the time of Bridges enrollment, half have earnings at age 30 and less than half received SSI payments; however, over one quarter receive DI benefits. Conclusions: Bridges participation potentially helps create a higher earnings capacity for participants; however, more research is necessary to establish a causal effect.

**Longitudinal outcomes of Project SEARCH in upstate New York.** Christensen J, Hetherington S, Daston M, Riehle E. *J Vocat Rehabil.* 2015;42(3):247-255.

Project SEARCH is a successful job readiness program for high school students with disabilities, ages 18-21, and is recognized for its innovative approach and collaborative efforts between business, education and vocational rehabilitative services. Project SEARCH employment outcomes far exceed the national average rate of employment for people with disabilities, with a 68% success rate in transitioning students from high school into competitive employment. However, little is known about the long term employment outcomes for the young people who have completed the training program. OBJECTIVE: This study, that includes longitudinal data collected from three Project SEARCH sites in Upstate New York that have an impressive 83% success rate overall, provides the first longitudinal analysis of the impact of Project SEARCH. CONCLUSION: Data collected as part of this 5-year evaluation project indicate promising trends; and support the notion that the Project SEARCH model is successfully preparing young students with disabilities with the skills necessary to both obtain and retain employment in integrated work settings. While these findings are promising, further research is needed to substantiate the reported outcomes.

**Orientation and mobility skills and outcome expectations as predictors of employment for young adults with visual impairments.** Cmar J. *J Vis Impair Blind* 2015;109(2):95-106.

Introduction: Youths with visual impairments attend postsecondary school at high rates, yet these individuals have low rates of employment. In this study, factors associated with post-school employment were investigated in a nationally representative sample of youths with visual impairments. Methods: In a secondary analysis of data from the National Longitudinal Transition Study-2, multivariate logistic regression analyses were conducted to investigate employment outcomes for youths with visual impairments based on orientation and mobility skills and outcome expectations. Results: Youths with high community travel scores were significantly more likely to be employed in Wave 4 (up to six years post-high school;  $B = .25, p = .003$ ) and those with high outcome expectations were significantly more likely to be employed in Wave 5 (up to eight years post-high school;  $B = .33, p = .04$ ). Discussion: Results suggest that independently traveling to places outside the home, using public transportation, and arranging airplane or train trips predict post-school employment for youths with visual impairments. Positive self-beliefs about work for pay, financial self-support, and independent living were also associated with employment. Implications for practitioners: Professionals can support students in gaining these vital skills by providing community experiences, positive role models, and verbal encouragement. Research-

based predictors of employment should be considered when planning transition services for adolescents with visual impairments.

**Reported accommodations and supports provided to secondary and postsecondary students with disabilities: national perspective.** Newman LA, Madaus JW. *Career Dev Transit Except Individ.*

2015;38(3):173-181.

There is a dearth of information on specific accommodations used by students with disabilities at the secondary and postsecondary levels. Using data from the National Longitudinal Transition Study–2, researchers examined a nationally representative cohort of 3,190 students with disabilities who reported that they had ever enrolled in a postsecondary program since leaving high school. Analysis of differences in rates of self-disclosure indicated that only 35% of youth with disabilities informed their college of their disability. Whereas 95% received disability-based accommodations at the secondary level, only 23% did so at the postsecondary level. Likewise, 59% received at least one modification at the secondary level but only 4% did in college. Implications for practice and future research are discussed.

**Research and practical considerations for rehabilitation transition collaboration.** Oertle K, Seader K. *J Rehabil.* 2015;81(2):3-18.

Transition collaboration has been discussed as a potential coupler, joining secondary and postsecondary professionals' efforts to improve transition outcomes. Although transition collaboration remains understudied and under discussed, there is growing attention to rehabilitation professionals' participation. Among rehabilitation professionals involved in transition are state vocational rehabilitation counselors, community rehabilitation providers, and centers for independent living personnel, all of which have related but distinctive roles. The purpose of this article is to stimulate discussion and generate knowledge regarding transition collaboration by updating and extending the Oertle and Trach (2007) transition literature review that emphasized rehabilitation professionals' involvement in transition collaboration. Operationally defined practices and a structural and measurement model are proposed. The implications for rehabilitation are discussed and recommendations for improvement are offered.

**State differences in the vocational rehabilitation experiences of transition-age youth with disabilities.**

Honeycutt T, Thompkins A, Bardos M, Stern S. *J Vocat Rehabil.* 2015;42(1):17-30.

Background: State vocational rehabilitation (VR) agencies play a critical role in helping transition-age youth with disabilities attain their vocational goals, though there is insufficient knowledge about how agencies serve this population. Objective: The study examines the extent to which states' transition-age youth with disabilities apply for VR services, receive services, and are employed at case closure. Methods: The analysis included five ratios for each state VR agency reflecting their involvement with transition-age youth at distinct stages, using data from the RSA-911 Case Service Report and other sources to identify a cohort of individuals who applied between 2004 and 2006. Results: The percentage of a state's transition-age youth population that applied for VR services ranged from 4 to 14 percent, the percentage of applicants who received VR services ranged from 31 to 82 percent, and the percentage of youth who received services and closed with an employment outcome ranged from 40 to 70 percent. Several agency- and state-level factors were correlated with these ratios. Conclusions: The wide variation in transition statistics suggests that policymakers could improve VR services for transition-age youth by developing specific standards and guidelines for VR agencies serving this population, though this study points out several limitations and challenges with such an approach.

**Students with intellectual disability in higher education: adult service provider perspectives.** *Intellect Dev Disabil.* Sheppard-Jones K, Kleinert H, Druckemiller W, Ray M. April 2015;53(2):120-128.

Postsecondary education (PSE) is increasingly becoming an option for students with intellectual disability (ID; Grigal & Hart, 2012 ). Postsecondary education offers the promise of pursuing a valued social role (that of college student), enhanced social networks, and, most significantly, increased employment options. To date, research and practice in the area of transition to PSE for students with ID has focused primarily upon the sending (public school systems) and receiving (colleges or universities) agencies (Oertle & Bragg, 2014 ; Thoma et al., 2011). Yet adults with ID often require ongoing supports through state and federally funded developmental disability waivers,

and agency providers of waiver services have, for the most part, not been part of this vital conversation. This study represents an exploratory study of directors of developmental disability provider agencies in one midwestern state to assess their knowledge of PSE for individuals with ID. A total of 87 directors responded; quantitative results are presented and, based on these findings, we provide implications for the future.

**The transition experiences, activities, and supports of four college students with disabilities.** McCall ZA. *Career Dev Transit Except Individ* 2015;38(3):162-172.

An increased focus on expanding and synthesizing the transition evidence base, while important, should be supplemented with research highlighting the lived experiences of young adults with disabilities as they move from high school to adult roles. This study documents the experiences of four successful college students with varied disabilities (i.e., learning disability, blind, hearing impairment, attention deficit hyperactivity disorder). Analysis derived from a series of in-depth phenomenological interviews highlighted a range of informal transition supports they utilized in their transitions (e.g., self-advocacy, family support, inclusive high school programming), but just one participant described comprehensive and coordinated transition supports. Discussion topics include suggestions for transition teachers to better utilize students' informal supports.

**Vocational rehabilitation transition outcomes: a look at one state's evidence.** Song J, Osmanir K, Kortering L, Dalun Z. *J Rehabil.* 2015;81(2):47-53.

Vocational Rehabilitation (VR) provides employment-directed services to adults with disabilities, including young adults who transition from high school. This study examined the relationships and effects of participation in VR programs and school work-related transition programs on employment outcomes for young adults. Data came from a state database involving 7,587 individuals who received VR services. Structural equation modeling (SEM) was used to perform data analysis, including multiple-group analyses. The study found a majority received VR services for over a year and most were individuals with cognitive disabilities. Also, participation in VR services and school transition programs had positive effects on work hours and salary.