DETERMINING THE EFFECTIVENESS OF A PRACTICAL CURRICULUM MODEL IN THE TRANSITION PROCESS

John S. Burnett
B.A., California State University, San Diego, 1997

PROJECT

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

EDUCATION
(Special Education)

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SUMMER
2009
DETERMINING THE EFFECTIVENESS OF A PRACTICAL CURRICULUM MODEL IN THE TRANSITION PROCESS

A Project

by

John S. Burnett

Approved by:

Signature removed

Rachael Gonzales, Ed. D

July 6, 2009

Date
Student: John S. Burnett

I certify that this student has met the requirements for format contained in the University format manual, and that this Project is suitable for shelving in the Library and credit is to be awarded for this Project.

Signature removed

Bernice Bass de Martinez, Ph.D.
Graduate Coordinator
Department of Special Education, Rehabilitation, School Psychology, & Deaf Studies

[Signature]

[Date]
Abstract

of

DETERMINING THE EFFECTIVENESS OF A PRACTICAL CURRICULUM MODEL IN THE TRANSITION PROCESS

By

John Stacy Burnett

This project is an evaluation of the effectiveness of a transition curriculum model, developed and implemented in 2005, in providing youth with disabilities the skills and strategies needed for a successful transition to adulthood. Self-reported data were obtained from 11 former students of the classes with regard to a) their opinions on the degree of usefulness of the curriculum and b) their current status in employment, education, and community integration. Employment instruction was reported as being one of the most helpful areas of the curriculum and independent living as one of the least helpful. Findings also indicate that 73% of the respondents had been employed in the last two years, and 36% were currently employed. Only 18% had enrolled in any postsecondary education, and none were currently enrolled.

Approved by:

Signature removed
Rachael Gonzales, Ed. D., Committee Chair
ACKNOWLEDGEMENTS

A very special thank you is extended to my project advisor and sponsor, Dr. Rachael Gonzales, Ed. D., who has tirelessly answered all my questions in a very timely and accurate manner, and guided me through the development and implementation of this project. Also I would like to extend a special thanks to Ms. Terri Winstead at the California Department of Vocational Rehabilitation. By agreeing to act as liaison in this effort, she provided a crucial link in the implementation of the project. Without her participation this project would not have been possible.

"Every passion has its destiny"
Billy Mills, 1964 Tokyo Olympic 10,000 meter run Gold Medalist
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>v</td>
</tr>
<tr>
<td>List of Figures</td>
<td>viii</td>
</tr>
</tbody>
</table>

**Chapter**

1. **INTRODUCTION**
   - Background | 1
   - Statement of Purpose | 3
   - Statement of Problem | 3
   - Theoretical Framework | 4
   - Definition of Key Terms | 4
   - Assumptions | 6
   - Limitations | 6

2. **LITERATURE REVIEW**
   - Characteristics of Effective Transition Programs | 7
   - Elements of the Transition Curriculum | 15
   - Educational and Other Factors Associated with Positive Outcomes | 18

3. **METHODOLOGY**
   - The Practical Curriculum Model | 23
   - Participants | 25
   - Measure | 26
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Responses to Questions ED-1 through ED-10</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>Enrollment in Programs Since High School</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>Usefulness of Portfolio</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>Responses to Questions ED-13 through ED-18</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>Responses to Questions ED-19 through ED-24</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>Transition Topics – Most Helpful</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>Transition Topics – Least Helpful</td>
<td>38</td>
</tr>
<tr>
<td>8</td>
<td>Study Skills Used Most Often</td>
<td>39</td>
</tr>
<tr>
<td>9</td>
<td>Most Difficult Social Areas</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>Easiest Social Area</td>
<td>41</td>
</tr>
<tr>
<td>11</td>
<td>Entertainment Choices</td>
<td>41</td>
</tr>
<tr>
<td>12</td>
<td>Responses to Questions SO-6 through SO-11</td>
<td>42</td>
</tr>
<tr>
<td>13</td>
<td>Residence Type</td>
<td>43</td>
</tr>
<tr>
<td>14</td>
<td>Residential Status</td>
<td>43</td>
</tr>
<tr>
<td>15</td>
<td>Emergency Support</td>
<td>43</td>
</tr>
<tr>
<td>16</td>
<td>Responses to Questions IN-3 through IN-15</td>
<td>44</td>
</tr>
<tr>
<td>17</td>
<td>Forms of Transportation used</td>
<td>45</td>
</tr>
<tr>
<td>Page</td>
<td>Section</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Responses to Questions TR-1 through TR-10.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Responses to Questions EM-1 through EM-18.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Special Interests, Talents, and Abilities</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Goals Achieved to Date</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Page 46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Page 48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Page 49</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Page 50</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1
INTRODUCTION

Background

High school is the time for adolescents to prepare themselves for the world of postsecondary education, employment, and independent living. Students have the opportunity to strengthen their academic, technical, and vocational skills, build independence and self-esteem, and develop social skills and relationships in anticipation of adulthood. However, many high school students with disabilities are doing poorly in these areas, despite the efforts of educators and others to meet their needs (Morocco, Aguilar, Clay, Brigham, & Zigmond, 2006; Gregg, 2007).

Adolescents with disabilities in high school have always had a high dropout rate compared to students without disabilities (U.S. Dept. of Education, 2005). Even those who do graduate have difficulty in finding and maintaining jobs because of their limited academic and trade skills. Students with disabilities also have problems furthering their education and/or getting some form of vocational training and thus often remain at home, with financial support coming from their families or public assistance (National Organization on Disability [NOD], 2004).

Part of the reason for these poor outcomes may be that no single person or organization is responsible to assist students with disabilities during this transition period, resulting in a lack of follow-through and accountability. As a result, the student graduates are often left to fend for themselves. Some researchers (Horn & Tynen, 2001; Winstead, 2005) also suggest that the poor outcomes may be due to excessive focus by
schools on process as opposed to results, on compliance as opposed to achievement. Educators who have designed a transition plan for each student with a disability and who have filled out the paperwork documenting that the student has received the planned program, have fulfilled their obligation under the law (Wolf, 2003). But how well is that student really prepared to enter adult life in terms of participation, economic capability, or independent living?

To improve the transition process of high school students with disabilities a specialized transition curriculum was designed and implemented at a northern California high school in Spring 2005 by Terri Winstead, a vocational rehabilitation counselor. Prior to 2005 the transition program for students with disabilities at this high school consisted of special education services plus a number of specific practical elements, such as a visit to a local community college, career planning, assistance in filling out applications and forms for college admission including financial aid, and the inclusion of outside agencies in the final Individual Education Program (IEP) meeting.

Ms. Winstead’s hypothesis was that the previous model was unsatisfactory because it did not sufficiently address the challenges of adult living such as realistic expectations of adult work, self-advocacy, career and college readiness, and planning for independence (2005). She developed a model that emphasized self-determination, then added practical functional elements to existing transition planning, as appropriate for each student’s individual goals and objectives. The resulting Practical Curriculum Model addressed practical elements of living, with the goal of better preparing the students for a
variety of postsecondary environments: education, employment, independent living, and community involvement.

Statement of the Problem

One of the recommendations made by Ms. Winstead was that a follow-up survey be conducted to obtain responses from participants one year (and later) after completing the transition classes. The program is now in its seventh semester, and a follow-up survey of this kind has not previously been conducted. Collecting feedback from former participants of the transition classes is important to determine whether or not the curriculum taught in those classes contributed to positive postsecondary outcomes, and if so, which specific elements proved most beneficial.

Statement of Purpose

The purpose of this project is to evaluate the effectiveness of the transition curriculum in providing students with disabilities with the necessary skills and strategies for a successful transition to adulthood. This project will provide the follow-up survey suggested by Ms. Winstead. The culminating activity of the project will be to provide recommendations for additions or modifications to the existing curriculum being taught in the transition classes at the northern California high school. These recommendations may be helpful in enhancing the effectiveness of the curriculum, and possibly in expanding this program. In addition, this information may be useful to other educators attempting to evaluate and improve transition curricula elsewhere.
Theoretical Framework

A type of longitudinal survey design, known as a panel study, was selected for this project. A panel study involves collecting data about changes in a group of individuals over time, allowing the researcher to determine actual changes in specific individuals (Creswell, 2005). An advantage of this type of study is that the individuals studied will be the same each time (i.e. for this and any subsequent follow-ups). A specific disadvantage is that the passage of time may make it difficult to locate the individuals, and their recollections may fade.

The instrument used in this panel study is a questionnaire prepared by the author of this study (Appendix B). The wording of the questionnaire was chosen for ease of reading and comprehension by the participants. The purpose of the questionnaire is to gather self-reported data from the former students in order to a) assess postsecondary outcomes of the participants to date, b) determine the extent to which they have applied the skills and strategies learned in the transition classes, and c) seek out their opinions as to which specific elements proved the most (and least) beneficial to them.

Definitions of Key Terms

Individualized Education Program (IEP)

A written education plan for a school-aged child with disabilities developed by a team of professionals (teachers, therapists, etc.) and the child's parents; it is reviewed and updated yearly and describes how the child is presently doing, what the child's learning needs are, and what services the child will need (www.FAPE.org).
**Process-driven Transition Services**

Provision of transition services that begins with identifying mandated process relative to the mandated assessments, timeframes, parent and student obligations, components, and funding limitations so as to attend to due process regulations and fiscal management goals as a primary function. Postsecondary goals are attained as a result of attending to process, but they are often not meaningful to the student (Horn & Tynan, 2001).

**Transition**

The change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include having employment, participating in postsecondary education, maintaining a home, becoming involved in the community and experiencing satisfactory relationships (Halpern, 1994).

**Transition Services**

A coordinated set of activities for a student with a disability that is designed within an outcome-oriented process to promote movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities, taking into account the student’s preferences and interests, shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (Education of the Handicapped Act Amendments of 1990, Public Law 101-476, section 602(a), as cited in Levinson, Ferchalk, & Seifert, 2004).
**Outcome-driven Transition Services**

Provision of transition services that begins with identifying postsecondary outcomes desired by the student with a disability, then connecting the outcomes to annual goals and objectives. The steps or process of transitions are attended to along the way, but they occupy a secondary, not primary role (Horn & Tynan, 2001).

**Assumptions**

It is assumed that the involvement of their former teacher, Ms. Winstead, will not affect the responses of the participants. It is further assumed that, even though time has passed since the participants completed the transition classes, their recollections of the classes will be clear enough to provide valid responses to the questions.

**Limitations of the Project**

One limitation of this project is the small number of participants, which may make it difficult to get an accurate representation of the transition curriculum’s effectiveness. Another limitation is that the reading and writing abilities of the participants may restrict their ability to comprehend and accurately respond to the survey questions.
Chapter 2

LITERATURE REVIEW

This literature review addresses several themes: characteristics of effective transition programs, the elements of the transition curriculum, and educational and other factors associated with successful outcomes for individuals with disabilities.

Characteristics of Effective Transition Programs

When Congress reauthorized PL 94-142 as the Individuals with Disabilities Education Act (IDEA) in 1990, one of the major elements introduced in the legislation was the requirement for transition services for all children with disabilities. The law also required the addition of a transition element to the student’s individualized education program (IEP). The purpose of transition planning was to provide the needed services to all students with disabilities to prepare them for employment, postsecondary education, and independent living as they transitioned from high school into adulthood. IDEA includes a definition of the term transition services:

a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student’s needs, taking into account the student’s preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate,
acquisition of daily living skills and functional vocational evaluation (Education of
the Handicapped Act Amendments of 1990, Public Law 101-476, section 300.29, as
cited in Wehman, 2006).

This definition is currently the basis for many school-based transition programs.
At a minimum, a transition program must address each of the areas identified above.
However, even though transition planning has been required since 1990, the effectiveness
of these programs in accomplishing their goals is of concern. A 2004 Harris Survey on
disability trends found that Americans with disabilities are at a significant disadvantage
in key areas of life. Compared to other Americans, people with disabilities are still twice
as likely to drop out of high school; they are much more likely to go without needed
health care and to have inadequate transportation; and only 35% reported being employed
full time or part time (NOD, 2004). Regarding employment, the survey found that little
progress had been made since 1986. Other research (Wagner, Newman, Cameto, Garza,
& Levine, 2005) found that, although some progress has been made in the last 20 years,
students with disabilities are still much less likely to finish high school, attend college,
maintain a job, or achieve independent living than their peers without disabilities.

For students with learning disabilities, the data show that over 28% drop out of
high school, but within three years of leaving school, 63% of the graduates plus those
who dropped out obtained competitive employment, 34% were living independently, and
74% were fully participating in at least two aspects of community life (Blackorby &
Wagner, 1996). While most were highly rated on self-care tasks (98%), the results were
mixed on functional mental skills (reading signs, counting change, using phone book).
The parenting rate for youth with learning disabilities was 50% within three years of leaving school, compared to 21% for youth without disabilities. The arrest rates for youth with learning disabilities show a steady increase with postschool time: 9% for youth in school, 20% for youth out of school less than two years, and 31% for youth within five years of leaving school.

Given these outcomes, it is not surprising that researchers have been looking at ways to improve the effectiveness of transition programs. A review of the literature provides insight into the key elements that some researchers believe should be included in transition programs to enhance the likelihood of successful outcomes. Wehman (2006), for example, identified and described seven specific areas of transition that youth must face to move into adulthood: employment, living arrangements and community participation, getting around the community, financial independence, making friends, sexuality and self-esteem, and having fun.

The first area, employment, is important for many reasons: it provides a source of income which leads to greater independence and mobility in the community, it increases one’s self-esteem and sense of self-worth, and it provides opportunities to make new friends. Not knowing how to find a job and lacking vocational skills are sources of concern for many students with disabilities. Additionally, many employers place a high value on attitude, communication skills, and work experience – assets which many students with disabilities lack. Employment may be the biggest obstacle to be overcome for individuals with disabilities, but it can be the key for the remaining six areas. Therefore, it is important that teachers, family members, and others focus on reducing
students’ anxiety over unemployment and economic insecurity through effective occupational training (Wehman, 2006). This should occur through real jobs while students are still in school, using a community-based model of vocational instruction.

A second area of transition that causes concern is postschool living arrangements and participating in the community. A crucial aspect of home and community living is acquiring functional community skills, such as shopping, purchasing, banking, travel, attending to safety, learning social etiquette, and participating in recreation, as well as cooking, cleaning, and laundry skills. Mobility, the third area, is another component of transition planning and instruction. Assisting students in moving about within a school, locating work areas, or moving between home, school, stores, or other public areas increases the student’s competencies and independence, and the likelihood of success in transition.

Financial planning and income security, the fourth area of transition, involves issues such as making purchases, writing checks, being able to budget and save, and possibly using a credit card. Individuals with disabilities should also know where to get help with issues like social security benefits. Peer relationships and making friends are the next area of transition. Unemployment and restricted mobility are some factors inhibiting social contacts and relationships. Being able to develop new relationships and maintain old ones are critical aspects of transition for individuals with disabilities. The development of sexuality and self-esteem is the sixth area of transition. There are books, magazines and organizations available to help young people cope with puberty and sexuality.
Finally, having fun and enjoying leisure activities comprise the last area of transition. Participating in an aerobics class, playing video games with friends, walking or jogging, or competing/participating in sports such as track and cross-country running are examples of these activities. An educational team can often help identify viable recreational goals and if necessary, modify equipment to eliminate physical barriers.

In contrast to the above areas of concern, Wehman (2006) also described five major themes (or attributes) which seem to characterize people who do well in life (themes for success). Although many skills contribute to success in life, these five themes seem to be the foundation for a successful adult life for all individuals, with or without disabilities: personal responsibility, self-determination and self-advocacy, social competence, vocational competence, and ongoing education. The researcher emphasized the importance of integrating these themes into transition programs for youth with disabilities.

In working with high school students with disabilities whose goals were to pursue postsecondary education, Babbitt and White (2002) determined a number of areas of concern in the transition process, similar to those described above. The areas identified by these researchers were social skills, self-awareness and self-advocacy, daily functional skills, knowledge of academic modifications, preparedness for college, support considerations, employment and financial concerns while in college, and responsibility. Identifying specific areas of need in individuals with disabilities at an early stage assists teachers in developing effective transition programs and instruction to address the deficit areas in college readiness skills.
Levinson (1999) contends that transition planning should emphasize functional skills required on the job, at home and in the community. The author outlines his analysis of the characteristics of successful transition programs as follows:

1. Criteria for entry: A comprehensive assessment of the student’s job skills, level of communication, and computational skills is carried out, and the results are used in the student’s individual transition plan. Additionally, parent involvement is a key characteristic of effective programs, as is private sector involvement.

2. Staff: Special educators, in consultation with vocational educators, take the lead in organizing and implementing transition programs. Transition planning should be done by a transdisciplinary team that includes members from school, community agencies, and the employment sector of the community. Interagency collaboration is a key ingredient of success in the program. Additionally, educators must have a knowledge of academic and employment skills.

3. Curriculum: The curriculum should address skills in all aspects of a student’s life that pertain to securing and maintaining employment and functioning independently in the community. Instruction takes place in natural settings in the community. Effective transition programs incorporate a “functional” curriculum, which focuses on skills that allow a student to function successfully in residential, community, and employment settings. Social and interpersonal skills have also been identified as significant elements in the transition curriculum. Additionally, specific career skills (researching job openings, writing a resume, preparing for an interview) are important areas, as are work habits and motivation issues.
4. Placement and follow-up: Supervised on-the-job training, preferably prior to graduation is emphasized. Successful programs try to integrate individuals with and without disabilities on the job, and often have written contracts between the school and the work site. Follow-up services and monitoring after graduation are needed to eliminate problems that may arise. (There is a debate on how long such services should continue.) Successful programs should have a means of evaluating the outcomes of the program, in order to validate program effectiveness.

One of the problems with transition services, as mentioned in Chapter 1, is that no single organization is responsible to assist students with disabilities during the entire transition period, sometimes resulting in a lack of follow-through and accountability. There are three separate systems that have responsibility for the same outcomes related to the transition of youth with significant support needs. These systems are special education, vocational rehabilitation (VR), and developmental disabilities. Special education is responsible for providing educational services for these youth up until the age of 21, to prepare them for employment and adult life. The vocational rehabilitation system is responsible for managing short-term services related to employment preparation and pursuit, usually after the youth leave high school. The developmental disability system provides long-term support that usually begins after the youth is finished with both the public school system and the vocational rehabilitation system. The result is often a lack of coordination in the services and disappointing employment results.
One model that seems to be succeeding in bringing these three systems together in a more coordinated way is the Transition Service Integration Model (Luecking & Certo, 2003). This model is designed to combine the resources and expertise of school and postschool systems in a student-driven approach to transition planning that results in more integrated career, community living, and educational choices. It usually begins in the student’s last year of high school, and involves sharing of staff and financial resources of the three systems. The Transition Service Integration Model was implemented successfully in 14 school districts in California and Maryland between 1998 and 2002. Under the model, 293 high school graduates with significant support needs were served during those five years.

The competitive employment outcomes for the five years of implementation of this model were 97%, 72%, 56%, 48%, and 53%, respectively (Luecking & Certo, 2003). These figures compare very favorably with the national outcome of 13% competitively employed youth two years after high school (NOD, 2000) for students exiting high school by aging out of the system. The average wage was $6.20 per hour, and employees worked an average of 14 hours per week.

In addition, all graduates left the school with well-developed schedules of community activities for off-work hours, including recreation, educational courses, and transportation support (Luecking & Certo, 2003). There was reportedly almost no disruption in services for youth at the point of transition from one system to the next.
The Transition Curriculum

With regard to curriculum content, Gajar, Goodman, and McAfee (1993) identified three basic models of curriculum found in high school programs for youth with disabilities: a) functional skill models, (vocational/employment preparation and independent adult living skills); b) process models (learning strategies); and c) academic skills models (tutorials, basic skills, functional literacy, completion of general education requirements). Advocates of academic skills or process approaches to curriculum selection contend that without emphasis on academic skills, students with disabilities are not achieving their full potential and have reduced aspirations. They argue that these students will not participate in higher education, thus limiting their employment outcomes. Advocates of functional skills contend that curriculum content should include functional skills, be taught in community and work settings, and offer a means for understanding academic skills in a practical context. Data from the National Longitudinal Transition Study (NTLS) (Wagner, 1991) suggest that students with disabilities who participated in occupationally oriented vocational education during their last year in school were more likely than non-participants to register positive outcomes in employment or higher education programs, as well as a lower probability of dropping out of school.

Academic and vocational skills can be integrated (blended) in a curriculum. Studies of several programs serving youth with disabilities have reported that the integration of math, English, and basic science skills content with the development of specific occupational skills (building trades, health assistant) maximizes learning of both
kinds (Wagner, 1991). These studies suggest that learning traditional academic skills in ways that illustrate an immediate and direct application with a job enhances comprehension and generalization, especially for students with mild cognitive disabilities. In at least one study, a curriculum in which academic and vocational skills were integrated through coordinated school and work-based learning was one of three predictor variables found to contribute significantly to postschool employment (Phelps & Hanley-Maxwell, 1997).

Research has shown that the acquisition of appropriate social skills has a dramatic impact on the success of any individual in any adult life role, especially in employment. In fact, the most common reason for termination of employment is inappropriate social behavior. Another important factor in producing positive outcomes is individualized curriculum planning, which may include a modification of curriculum goals from time to time within the student’s Individualized Transition Plan. The purpose of this is to carefully match instruction to the learning style of the individual.

Wehman (2006) gives examples of how a curriculum can be practical, yet still emphasize academic skills. Searching classified ads for jobs, locating movie information in a newspaper, and interpreting bills can enhance reading skills. Writing a letter of application for a job, writing checks, filling out a voter registration form, and sending a thank you note can increase writing skills. Asking for a raise, inquiring about tickets for a concert, and describing symptoms to a doctor will boost speaking skills. Math skills are improved by understanding paycheck deductions, computing the cost of doing laundry at the Laundromat, calculating the cost of having dinner out vs. eating at home, and using a
thermometer. And problem-solving skills can be developed by settling a dispute with a co-worker, deciding how much to budget for rent, and role-playing appropriate behavior.

Levinson’s (1999) model, which emphasizes functional skills in the transition curriculum, also employs a combination of vocational and academic skills. Educators focus on teaching skills that make their students marketable. Additionally, academic skills that pertain directly to the work environment are taught. Students with disabilities become more motivated when they understand the relevance of the daily school curriculum to their future activities. For example, when a student has spent most of his/her school years in remedial reading, an educator’s demonstration of how reading is related to the student’s future career can spark a strong interest in work-related reading.

The transition curriculum being evaluated in this study uses the Practical Curriculum Model created by Ms. Winstead in 2005. The overall emphasis of the program is to introduce and reinforce the concept of self-determination, which starts with assessing each student’s individual goals and objectives. The curriculum was developed to provide a framework to teach multiple subject matter that is primarily functional in nature, and is expected to enhance the likelihood of positive outcomes in a variety of environments: postsecondary education (college, vocational training, continuing and adult education), employment (integrated and supported), independence (living arrangements and transportation), and community involvement (including leisure activities).

The curriculum developed by Winstead (2005) includes many of the same outcome-driven elements of learning that have been highlighted by researchers earlier in
this chapter. Topics include personal goals, counseling, the college experience, study skills, and college support services and programs. The curriculum also includes motivational skills (understanding self-responsibility, strengths and weaknesses, setting goals and applying changes), social skills (training in success-enhancing behaviors and attitudes, role playing and problem-solving using assertiveness skills, communication, personal plan to improve, dealing with conflicts among peers, teamwork, leadership, responsibility to group), study skills (subject mastery, time management, school success), and awareness of integration issues. Also addressed are personal learning styles, self-advocacy, career exploration and readiness, college readiness, realistic expectations of adult work, planning for independence, personal ownership of one’s disability, involvement of family, and preparation of a portfolio.

**Educational and Other Factors Associated with Positive Outcomes for Individuals with Disabilities**

Phelps and Hanley-Maxwell (1997) conducted an extensive review of employment and postsecondary education outcomes for youth with disabilities leaving high schools. They also examined studies of educational practices reporting high-quality outcomes. Two educational practices appear to be associated with higher-quality outcomes for students: 1) school-supervised work experiences and 2) functionally oriented curricula in which occupationally specific skills, employability skills and academic skills are systematically connected for the students. The work by Phelps and Hanley-Maxwell (1997) also recognized skills which appear to be linked to positive outcomes in job acquisition and community participation: independent living skills,
academic skills (reading, math, and writing skills), and the application of academic skills to problem solving and communication.

NLTS data (Wagner, Blackorby, Cameto, & Newman, 1993) indicate that for students with mild disabilities, positive outcomes in competitive employment are correlated with functional mental skills, participation in vocational courses, and school-supervised work experiences. Teen parenting by mothers appeared to produce mixed results; it was related to higher levels of independent living and community participation, but lower rates of competitive employment and lower wages. Although additional data did not support the connection between vocational training during high school and improved employment outcomes, actual employment during high school is related to better employment outcomes (Phelps & Hanley-Maxwell, 1997).

The number of studies examining practices or instructional activities that are aligned with explicit and observable learner outcomes is quite limited (Kohler, 1994). The lack of research linking educational practices with learning outcomes suggests that a broad-based framework is required to seek out possible interactions.

A combination of many factors affects employment and other valued outcomes for students with disabilities. These include demographic factors (socioeconomic status, ethnicity, gender), program and service factors (curriculum, support services, interagency collaboration, administrative leadership), personal and family factors (type of disability, medical condition, personal attributes, family involvement, good/poor role models), and environmental factors (chronic poverty, events).
Individuals with learning disabilities have been studied by researchers to try to understand an association between personal and environmental factors in these individuals and positive life outcomes. Although this research was directed specifically toward individuals with learning disabilities, the findings may be helpful to individuals with other disabilities as well. Research suggests that even though the presence of a learning disability may place an individual at greater risk for negative outcomes, many of these individuals have been able to overcome the risks associated with learning disabilities, and become well adjusted, productive, and successful people. Individuals who manage to overcome risk and achieve positive outcomes in their lives have been termed “resilient”. In an effort to understand why some individuals are resilient, researchers have investigated the personal and environmental characteristics that serve as “protective factors” or “success attributes” to mediate risk in an individual and promote resilience, which in turn promotes positive outcomes.

Werner (1993) found five clusters of factors that promoted positive outcomes for a group of 22 individuals with learning disabilities. These were: temperamental characteristics that elicited positive responses from others; skills and values that led to efficient use of their abilities; parental care-giving styles that reflected competence and promoted self-esteem; supportive adults; and timely opportunities at critical transition points in their lives.

In attempting to determine factors related to employment success in 71 adults with learning disabilities, Gerber, Ginsburg, and Reiff (1992) found that the overriding factor leading to success was the ability of the individual to take control of his or her life.
Taking control was expressed in a number of ways: taking a stand and making a decision to move ahead; setting explicit goals toward which to work; reinterpreting the learning disability experience into something positive; persistence; finding environments where their strengths are optimized; creating strategies and techniques to enhance the ability to perform well; and utilizing the support of helpful people.

Goldberg, Higgins, Raskin, and Herman (2003) interviewed 41 adults with learning disabilities to identify individual characteristics and experiences that lead to successful life outcomes in persons with learning disabilities. The results indicated a set of personal characteristics, attitudes, and behaviors that promoted life success: self-awareness (including acceptance of their disability and the ability to compartmentalize it); proactivity; perseverance; appropriate goal setting; effective use of social support systems; and emotional stability/emotional coping strategies to reduce stress and frustration. It cannot be assumed that there is a one-to-one relationship between these factors, nor is it clear whether these attitudes and behaviors can be learned. Nevertheless, although risk and resilience research on people with learning disabilities is limited, the research shows the existence of attributes in some individuals with learning disabilities that serve to promote positive life outcomes.

This review of the literature identified the area of employment as one of the most important areas of transition for youth with disabilities, and the key to a greater likelihood of success in other areas, such as functioning independently in the community. Vocational and employability skills, social skills, and interpersonal skills were cited by numerous authors as essential skills for youth with disabilities to effectively transition to
adult life. Academic skills can be integrated with vocational skills through school and work-based learning. Coordination of transition services during the entire transition period (school and postschool) was identified as a significant contributing factor in successful employment and social integration results. Additionally, certain personal characteristics such as perseverance and the ability to take control of one’s life also play an important role in promoting positive life outcomes.
Chapter 3
METHODOLOGY
Background

The purpose of this chapter is to describe a) the transition curriculum being evaluated, b) the participants in the project, c) the instrument used for measuring data, and d) the procedures used in the project. Additionally, protection of human subjects, their rights to privacy, and confidentiality of data are addressed.

After reading the paper entitled Successfully Moving High School Students with Disabilities from Secondary to Post Secondary Worlds: Solidifying the Transition Bridge using a Practical Curriculum Model written by Ms. Winstead, this researcher contacted the author to discuss the transition curriculum which she developed and teaches in a northern California high school, and to determine whether any follow-up evaluation of the curriculum had been conducted. It was found that no follow-up had been done. Ms. Winstead expressed an interest in such a project, and agreed to act as a liaison in contacting her former students to facilitate the process. Ms. Winstead is also a senior vocational rehabilitation counselor with the State of California. The cooperation of Ms. Winstead allowed this researcher to meet with the participants and conduct the study while not compromising their anonymity.

The Practical Curriculum Model

In 2005 a high school transition class based on the Practical Curriculum Model was developed and introduced by Ms. Winstead. This class was offered in cooperation with the local community college, which had in existence a related three-unit class titled
Self Managed Learning for Students with Disabilities (ADAP100). The high school was willing to offer Winstead’s transition class to a select population of high school seniors with disabilities, under the umbrella of ADAP100. The class, titled Self Advocacy, consisted of two lecture hours and three laboratory hours per week for 18 weeks. The program was initially offered as a one semester class, and was later expanded to two semesters. Of the 15 students who enrolled in the class during its first semester, all but two completed it.

The Practical Curriculum Model addresses practical elements of learning, such as study skills, personal learning styles, self-determination, personal ownership of one’s disability, self-advocacy, career exploration and readiness, college readiness, realistic expectations of adult work, and planning for independence. Winstead (2005) stated that one of the most practical planning components of the curriculum is the compilation of information about the student into a transition portfolio, which includes a transcript with specific information about each course the student completed; what types of supports and accommodations were provided and might continue to be useful; assistive technology that has been determined to be useful; what training has occurred and how the student has demonstrated the use of self-advocacy skills. Additionally, updated psychological and educational evaluations and reasonable accommodations needed for college classes may also be included in the portfolio.

The course objectives listed in the class syllabus were: 1) identify and plan educational interests; 2) measure social interaction, daily life stresses, assertiveness; set individual goals; 3) learn problem-solving skills; 4) visit and explore the resources of a
local community college; 5) explore roles in team work; 6) identify and use success-
enhancing behaviors and manners; and 7) develop an awareness of integration issues.

To accomplish these objectives, the Winstead organized the class into 17 teaching
units: 1) Introduction; 2) Learning Styles; 3) LD/ADD/ADHD Identification and
Ownership; 4) Transition from Secondary to Postsecondary Environments; 5) Advocacy;
6) Enrolling in College Classes, Financial Aid; 7) Study Skills; 8) Independence;
9) Transition Portfolio; 10) Career Choices and Job Seeking Skills; 11) Disability
Documentation; 12) Assistive Technology; 13) Legal Aspects of Disability;
14) Resources for Postsecondary Assistance; 15) Student Papers and Presentations;
16) Conflict Resolution and Communication Skills; and 17) Class Conclusion Activities.

Evaluation and grading of the students were based on class participation,
homework assignments, quizzes, a career paper with presentation, the preparation of a
transition portfolio, and an individual presentation of how to explain one’s disability and
accommodation needs to an instructor or employer.

Participants

The participants in this study consisted of 11 young adults with disabilities who
attended and graduated from the same northern California high school. As high school
seniors, these former students participated in two back-to-back transition classes using a
Practical Curriculum Model taught by Ms. Winstead in the 2005-06 and 2006-07 school
years. These individuals were chosen for this study because they are among the earliest
to participate in the practical curriculum at this school, and these former students have
now had nine to 21 months (as of March 2008) to apply and test the elements of the
curriculum during their transition to adulthood. Most or all of the prospective
participants still live in the same city where they attended high school. Several of the
students have developmental disabilities; many have learning disabilities. Several of the
students are reported to be currently or recently working. One is employed as a
housekeeper, one is a staff member at a group home, and at least one provides custodial/
janitorial services.

Measure

The instrument for measuring data in this survey design was a questionnaire,
which was prepared by this researcher and has been reviewed by the project advisor and
by Ms. Winstead. Suggested modifications were made, and a copy of the questionnaire is
provided (Appendix B). The copies of the questionnaire used in the study were coded,
and the key to the code is held by Ms. Winstead to provide anonymity to the participants.
The questionnaire consists of 91 questions pertaining to the following areas:

- Background demographics (4 questions)
- Education and learning (28 questions)
- Social life (11 questions)
- Independent living skills (14 questions)
- Transportation (10 questions)
- Employment and money (18 questions)
- General (6 questions)

These areas were chosen because they provide organization for the topics covered in the
transition classes, and/or are applicable to the students’ current situations.
The majority of the questions require a yes or no answer. Some questions require multiple selections from provided lists. Other questions are presented as statements requiring a rating decision by the participant on a provided scale, e.g., 1 (strongly disagree) to 5 (strongly agree), or 1 (not useful) to 3 (very useful). Several open-ended questions encourage the participants to provide additional opinions and comments about their personal goals and the relevancy and effectiveness of the transition classes.

The questionnaire was developed to try to obtain feedback, through self-reported responses, regarding the postsecondary outcomes of the participants to date, and the degree to which they found the information from the transition classes to be useful in the various aspects of their adult lives. It was also of interest to this researcher to determine which elements of the classes provided the most and least benefit to the students, and what elements could be added, so that recommendations could be made for improving the curriculum. Some of the questions were adapted from an earlier questionnaire used by Ms. Winstead. Other questions were designed by this researcher to address the students’ particular situations at this point in time, and to ask for their opinions, perspectives, and goals as young adults.

Procedures

Written invitations were sent to the prospective participants to meet with this researcher and Ms. Winstead for a pizza party at a conveniently-located restaurant in early March 2008, where the study was conducted. The invitations (Appendix A) requested an R.S.V.P. to Ms. Winstead either by mail or by telephone.
This researcher’s role in this project consisted of setting up the overall organization and coordination of the study, addressing the concerns of the Department of Special Education, Rehabilitation, and School Psychology (EDS) Human Subjects Committee, preparing the questionnaire, invitations, and consent forms, administering the questionnaire, and processing, analyzing, and interpreting the resultant data.

After collecting the completed questionnaires, the first step in processing the data was to compile the responses to each question, resulting in a distribution of the number of responses among the possible answers to each question. This distribution was then entered onto a Microsoft Excel spreadsheet. From this point, the data could easily be displayed as a table or figure or both.

The data presented in Chapter 4 are displayed primarily in bar graphs, which depict trends and distributions of the data. In this study data that produced results or distributions that were heavily weighted to one side or the other were of special interest, since they were likely to represent elements perceived by most of the participants to be very successful/relevant or very unsuccessful/irrelevant. No statistical tests were applied to the data, since the number of participants (11) was small, and there was no plan to seek any central tendencies in the data (mean, median, mode).

Qualitative data such as responses to open-ended or mixed questions were individually analyzed. These data provide additional insight into the perspectives and attitudes of the individuals.
Summary

The objectives and components of the transition curriculum being evaluated in this study are described above. The curriculum is based on the Practical Curriculum Model developed by Ms. Winstead in 2005. The participants in this study consisted of 11 former students of the transition classes, who agreed to provide data regarding the usefulness of the information from the transition classes in their adult lives, as well as data pertaining to their current status and goals. A questionnaire was prepared and used for this purpose. The procedures used in this study were carefully designed to address the comfort level of the participants and to ensure subject anonymity. The major findings from all data are discussed in the following chapter.

Protection of Human Subjects

This project was presented to the Department of Special Education, Rehabilitation, and School Psychology Human Subjects Committee, and because the project required minimal contact with the participants, it did not require the formal approval of the Committee. The research is considered by the researcher to be “no risk”. To reduce the risk to this level, the comfort zone of the participants was carefully considered and addressed, e.g., by arranging a pizza party at a convenient location and time, and by having a familiar person (Ms. Winstead) present at the party and acting as their liaison.

Voluntary participation was ensured by mailing to the prospective participants an invitation to a pizza party with a consent form attached (Appendix A). An explanation was included on the consent form stating that signing the form was completely voluntary.
Subject anonymity and confidentiality of the data were ensured through several steps. First, contact with the former students was made by their former teacher, Ms. Winstead. Secondly, the survey questionnaires were coded, with the key held by Ms. Winstead. Lastly, only Ms. Winstead and Mr. Burnett will have copies of the coded questionnaires.
Chapter 4

FINDINGS

The findings from this study are described in this chapter. A summary and discussion of these findings are found in the following chapter. A total of 11 young adults with disabilities participated in the study and completed the questionnaire. The responses of the participants to each of the 91 questions in the questionnaire were compiled and tabulated, and are presented in the following seven sections of this chapter:

1. Background (Questions DEM-1 through DEM-4)
2. Education and learning (Questions ED-1 through ED-28)
3. Social life (Questions SO-1 through SO-11)
4. Independent living (Questions IN-1 through IN-15, excluding IN-12)
5. Transportation (Questions TR-1 through TR-10)
6. Employment and money (Questions EM-1 through EM-18)
7. General (Questions GEN-1 through GEN-6)

Quantitative responses to the questions in each section are provided in the text and figures below. Qualitative responses in each section are provided verbatim.

Background

The participants in this survey consisted of seven males and four females, ranging in age from 19 to 21 years. Except for one married female, all of the participants were single. The disabilities reported by the individuals in the group were: learning disabilities (4), developmental disabilities (2), “reading comp” (2), bipolar (1), traumatic brain injury (1), and attention deficit disorder (1). All of the participants had completed high school, and at the time of the survey (March, 2008), they had been out of high school for a period of time ranging from nine months to 21 months.
Education and Learning

Responses to Questions ED-1 through ED-10 relating to education and learning are illustrated in Figure 1. Over 70% of the participants reported that they used the study skills taught in the transition classes, and enjoyed learning more now than they did when they were in high school. All of the students found the trips to the local community college useful. They reported that the transition classes assisted them in deciding to enroll in a vocational program to a greater extent than in a college certificate or college degree program. A majority stated that they followed their transition plans after leaving high school and reported using accommodations at school. Six participants reported receiving educational assistance from their families during the last year.
Questions ED-1 through ED-10.

ED-1. Have you used any of the study skills taught in the transition classes?
ED-2. Did you feel that the field trips to Shasta College were useful?
ED-3. Do you enjoy learning more now than when you did when you were in high school?
ED-4. Did the transition classes assist you in deciding to enroll in a vocational training program?
ED-5. Did the transition classes assist you in deciding to enroll in a college certificate program?
ED-6. Did the transition classes assist you in deciding to enroll in a college degree program?
ED-7. Did you follow your transition plan after leaving high school?
ED-8. Have you ever requested accommodations at school?
ED-9. Have you ever used accommodations at school?
ED-10. Has your family assisted you in the last year with your education?

Figure 1. Responses to Questions ED-1 through ED-10.
Regarding enrollment in post-secondary programs (Figure 2), five of the participants reported that they had never enrolled in a post-secondary program, four had enrolled in vocational training or an internship, and two had previously enrolled in a college certificate or degree program. None reported entering an apprenticeship.
When asked about the usefulness of the portfolio they had created in the transition classes (Figure 3), six participants reported that the resume, career inventory and employment application had been somewhat useful or very useful (five gave no response), while only three had found the college application to be useful.

Figure 3. Usefulness of Portfolio
The participants were asked whether they agreed or disagreed with an additional series of statements regarding the transition classes (Questions ED-13 through ED-24). Over 80% of the respondents agreed that the transition classes were helpful in transitioning to adulthood (Figure 4). The majority reported that the classes helped them become better students, feel better about learning, and understand their disabilities and learning styles better now than they did when they were in high school.

Questions ED-13 through ED-18.

ED-13. I feel that Ms. Winstead's transition classes were helpful in making the transition from high school to adulthood
ED-14. I feel that I understand my disability better than I did when I was in high school.
ED-15. I feel that the transition classes have helped me become more confident in reaching my educational goals
ED-16. I feel that the transition classes have helped me become a better student.
ED-17. I feel better about learning than I did when I was in high school.
ED-18. I feel that I understand my learning style better than I did two years ago.

Figure 4. Responses to Questions ED-13 through ED-18
The majority also agreed that the classes helped them to live more independently, and to be more independent at work and in achieving their career goals (Figure 5). However, the results were mixed when asked if they were more comfortable now talking with people about their disability than when they were in high school, and whether the information taught in the transition classes was relevant to life after high school.


ED-19. I feel that the transition classes have helped me to live independently.
ED-20. I feel that the transition classes have helped me become more independent at work.
ED-21. I feel that the transition classes have helped me become more independent at school.
ED-22. I feel more comfortable talking with people about my disability than I did in high school.
ED-23. I feel that the transition classes have made me more confident in achieving my career goals.
ED-24. I feel that the information taught in the transition classes was relevant to my life after high school.

Figure 5. Responses to Questions ED-19 through ED-24
The participants were asked to select the topics in the transition classes that were the most helpful to them as adults from a list of 15 choices (Figure 6). A total of 47 selections were made by the 11 participants. Study skills, college visits, social life, and employment received the highest numbers of responses. Only assistive technology received no responses in this question. When asked which topics were the least helpful to them as adults (Figure 7), social life, independent living, and dealing with personal conflicts received the highest number of responses (from a total of 29 responses) from the same list of choices. The topics of employment, communication, and understanding one’s strengths/weaknesses received no responses. It appears that the topic of social life in the transition classes was considered to be one of the most helpful to five of the participants, and one of the least helpful to five others.
With regard to study skills (Figure 8), the participants reported using 13 different strategies for studying, most commonly a quiet room and study groups. None reported using acronyms or rhymes and songs. In response to a request for comments about how the transition classes have helped their educational process (Question ED-28), the comments of the respondents were as follows:

“Yeah I wished that I have listed more”
“Just for food”
“Not really”
“The class was a good class especially when we ate danuts (sic) and drank coffee or hot chocolate”
“Just a great class”

Six participants gave no response to the question.
Figure 8. Study Skills Used Most Often
Social Life

Respondents were asked to select the areas of social life that were the most difficult for them today and two years ago, respectively. Improvement was reported in almost every area of social life over that period (Figure 9). (The exception, studying with friends, may no longer apply to many.) No single area of difficulty emerged.

![Figure 9. Most Difficult Social Areas](image)

Respondents were also asked to select the areas of social life that were the easiest for them today and two years ago, respectively. Again, the quality of social life was reported to be the same or improved in almost every area over that period (Figure 10). Making friends received the highest number of positive responses in this category.
All of the participants reported going out to movies and restaurants, and several to video arcades, concerts, night clubs, and dancing (Figure 11).
Although members of the group were involved in other social activities, only two respondents reported being involved in clubs or sports (Figure 12). Over 70% of the group reported that they had friends both with and without disabilities, knew how to solve problems with other people, and had friends who could help them solve problems.

**Questions SO-6 through SO-11.**

Question SO-6. Are you involved in any other social activities?
Question SO-7. Are you involved in any clubs or sports?
Question SO-8. Do you have friends with disabilities?
Question SO-9. Do you interact with people who are not disabled?
Question SO-10. Do you have friends that help you solve problems?
Question SO-11. Do you know how to solve problems between you and other people?

![Figure 12. Responses to Questions SO-6 through SO-11.](chart.png)
Independent Living Skills

Of the 11 participants, seven live at home, two in an apartment, and two in a group home (Figure 13). Eight live with parents, one with a roommate, one with her husband and son, and one as a staff member in a group home (Figure 14). Most reported they would call a parent, friend, or mental health facility in an emergency (Figure 15). All of them knew the emergency number to call if they needed the police (Figure 16).

*One respondent lives with her husband and son.
Another lives and works as staff in a group home.
Almost all reported that they could cook for themselves, clean house, and use email. Most (73%) reported that they were on time for appointments, had a copy of their birth certificates, exercised regularly, and knew where to get personal counseling, if needed. Only six knew their social security numbers from memory, and three needed help taking their medication (Figure 16).

Questions IN-3 through IN-15 (excluding IN-12).

- Question IN-3. Do you know your Social Security number from memory?
- Question IN-4. Do you know how to use a computer to write papers and letters?
- Question IN-5. Do you know how to use e-mail?
- Question IN-6. Can you cook for yourself?
- Question IN-7. Can you clean your house or apartment alone?
- Question IN-8. Can you take your medication on time without any assistance?
- Question IN-9. Are you on time for appointments?
- Question IN-10. Do you exercise regularly?
- Question IN-11. Do you know where to get personal counseling if you need it?
- Question IN-13. Do you know the three numbers to call the police if needed?
- Question IN-14. What are those three numbers? (911=Yes)
- Question IN-15. Do you have a copy of your birth certificate?
Figure 16. Responses to Questions IN-3 through IN-15.
Transportation

The primary mode of transportation for the group was a ride from a friend or family member, followed by walking and biking (Figure 17). None reported using a taxi.

Only one of the participants had a driver’s license and a car (Figure 18). About half reported that they could read a bus schedule or road map, and gave themselves lots of time when commuting. Only a third of the participants knew how or where to get a bus pass, or thought they could give someone good directions.
Questions TR-1 through TR-10.

Question TR-1. Do you have a driver's license?
Question TR-2. If yes, do you have a car?
Question TR-3. Do you ever rent a car?
Question TR-4. Rate forms of transportation used.
Question TR-5. Do you know how to get a bus pass?
Question TR-6. Do you know where to get you bus pass?
Question TR-7. Do you understand how to read bus schedules?
Question TR-8. When commuting, do you give yourself lots of time?
Question TR-9. Do you understand how to read a road map?
Question TR-10. Can you give someone good directions?

Figure 18. Responses to Questions TR-1 through TR-10 (except TR-4).
Employment and Money

Eight of the 11 participants reported having a job within the last two years (Figure 19). Of these, four were currently employed, three full-time and one part-time. Over 70% of the participants reported that they could complete a job application, knew how to interview for a job, could use a checking account, budget money, and add and subtract numbers in their heads. Over half stated that they could use a credit card wisely, could talk to an employer about their disability, and had done volunteer work since leaving high school. Fewer than half reported that they could pay their bills on time, had requested or used accommodations on the job, or had an Individual Plan for Employment. Five of the participants reported that they were clients of the California Department of Vocational Rehabilitation.
Figure 19. Responses to Questions EM-1 through EM-18

Number of Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM-1. Have you had a job in the last two years?</td>
<td></td>
</tr>
<tr>
<td>EM-2. Are you currently employed?</td>
<td></td>
</tr>
<tr>
<td>EM-3. If yes, is your job full time?</td>
<td></td>
</tr>
<tr>
<td>EM-4. Do you know how to interview for a job?</td>
<td></td>
</tr>
<tr>
<td>EM-5. Can you complete a job application?</td>
<td></td>
</tr>
<tr>
<td>EM-6. Do you know how to make job contacts?</td>
<td></td>
</tr>
<tr>
<td>EM-7. Do you know how to budget money?</td>
<td></td>
</tr>
<tr>
<td>EM-8. Do you know how to use a credit card wisely?</td>
<td></td>
</tr>
<tr>
<td>EM-9. Do you pay your bills on time?</td>
<td></td>
</tr>
<tr>
<td>EM-10. Do you know how to use a checking account?</td>
<td></td>
</tr>
<tr>
<td>EM-11. Do you know how to talk about your disability with your employer?</td>
<td></td>
</tr>
<tr>
<td>EM-12. Can you add and subtract numbers in your head?</td>
<td></td>
</tr>
<tr>
<td>EM-13. Have you done any kind of volunteer work since leaving high school?</td>
<td></td>
</tr>
<tr>
<td>EM-15. Have you ever requested accommodations at your job?</td>
<td></td>
</tr>
<tr>
<td>EM-16. Did you use your accommodations?</td>
<td></td>
</tr>
<tr>
<td>EM-17. Do you have an Individual Plan for Employment?</td>
<td></td>
</tr>
<tr>
<td>EM-18. Are you a client of the Department of Vocational Rehabilitation?</td>
<td></td>
</tr>
</tbody>
</table>
General

When asked about their special interests, talents, or abilities, seven of the participants reported they enjoyed music and nine considered themselves a good friend to others (Figure 20). Other popular responses were working with children, art, and sports (basketball, softball, and dance).

Nine of the participants reported making new friends and seven reported getting a paid job as goals that they had achieved so far (Figure 21). Other achievements included enrolling in a college or vocational program (4 persons), receiving a raise or promotion (2), and living independently (2).
When asked what future goals they had set for themselves, the responses were:

“Getting married, having kids, living the good life.”
“I will like to go to school and get a job.”
“I hav[e]n’t, have not thought [of] that [be]for[e]”
“Beauty school, Bible college”
“I want to live independently. I want to go to College and become a therapist. I want to counsel mentally ill people.”
“Going to college Moving out of my parents house etc…”
“Getting away from my parents”
“Going to college and getting career in computer tech”
“Driv[e] and find the girl for me”

The participants were also asked about situations in which they had found the information from the transition classes to be useful:

“Plan that I did class help[ed] me communicate with other people at work”
“The learning, styles were very helpful”
“Career presentation”
In response to a request for their opinions on additional topics that could be added to the transition classes to make them more useful, three participants responded:

"Computer maintenance"
"Things on driving"
"Nothing"

When asked for any additional comments not covered in the survey, one participant responded:

"I need the class it was helpful"

In this chapter the responses of the 11 participants in this study to each of the 91 questions in the questionnaire were presented. These findings were organized into seven categories: background, education and learning, social life, independent living, transportation, employment and money, and general information. In the following chapter these findings are summarized and discussed in the context of the research question and the literature reviewed, followed by conclusions and recommendations.
Chapter 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This project was initiated to evaluate the effectiveness of a transition curriculum being taught at a northern California high school, in providing students with disabilities with the necessary skills for a successful transition to adulthood. The curriculum is based on a Practical Curriculum Model developed by Winstead (2005). To accomplish this, a questionnaire was prepared addressing a range of topics covered in the transition curriculum, and responses to the questions were obtained from a group of former students from the transition classes.

Two types of questions are found in the questionnaire: 1) those designed to seek the opinions of the former students regarding the usefulness of the transition curriculum in providing the skills, strategies, and other tools needed for their transition to adulthood, and 2) those designed to explore the current status and goals of the former students, in terms of employment, postsecondary school enrollment, and residential status, as well as quality of life and community integration. An analysis of the participants’ opinions provides an evaluation, from their viewpoint, of the effectiveness of the transition curriculum; an analysis of the participants’ current status provides information on their progress in the adult world, and indirectly, how they are implementing the tools learned from the transition classes and other sources to date. The term “current status” is used here rather than “outcome”, because it is believed by this author that these young adults are still in transition, and their outcomes are not yet clear.
The value of meaningful employment for individuals with disabilities is hard to overstate. Not only does work provide economic rewards, but it enhances skills such as communication, socialization, academics, physical health, and community skills (Wehman, Inge, Revell, & Brooke, 2007). Work provides a sense of greater self-esteem and self-confidence in the individual, and increases the opportunities for independent living, establishing social networks, and participation in the community.

The importance of employment was not lost on the participants in this study. Employment instruction was reported by them as being one of the most helpful areas of the transition curriculum. Over 70% reported that they were able to complete a job application and interview for a job. The majority reported that they had found the resume, career inventory, and employment application portions of their portfolios to be useful, that they could talk to an employer about their disability, and that they had done volunteer work since leaving high school. Four had enrolled in vocational training or an internship, and five were clients of the California Department of Vocational Rehabilitation.

Eight (73%) of the 11 participants reported having had a job within the last two years, of which four (36%) were currently employed, three full-time and one part-time. These figures compare favorably with the results of the 2004 Harris Survey (NOD, 2004), which found that only 35% of people with disabilities in the U. S. reported being employed. Two of the respondents reported having received a raise or promotion, and one received a letter of recommendation. Four respondents identified getting a job as one of their future goals.
With regard to education, over 70% of the participants reported that some educational aspects of the transition curriculum were very helpful to them (study skills, visit to community college), yet they expressed little interest in pursuing postsecondary education at this time. Two individuals (18%) had enrolled in college programs, but were no longer enrolled at the time of this study. Lichtenstein (1998) found that only 15% of those in special education programs go on to any type of postsecondary education (e.g. auditing a college class). Still, a majority of the respondents reported that the transition classes helped them to become better students, understand their learning styles, and enjoy learning more now than they did when they were in high school. The group reported using 13 different strategies for studying. Additionally, five respondents specifically identified attending a school or college as a future goal.

Independent living was identified by four participants as one of the least helpful aspects of the transition curriculum. This is in contrast to responses elsewhere in the questionnaire in which the majority of respondents reported that the transition classes had helped them to live more independently. The data indicate that three of the participants are no longer living with their parents: one is married, one is living with a roommate, and one is a staff member in a group home. The remaining eight are currently living with their parents and most report that they would like to be living independently. In writing about youth with intellectual disabilities, Wehman (2006) cautions that any assessment of transition outcomes needs to go beyond the usual measures of where and with whom the individual lives, since many of these individuals will require lifelong support in their living situations. An assessment should involve an analysis of the quality of life and
community integration of the individual, including participation in decision-making and choices. The participants in this study appear to have acquired many of the skills needed for living independently, including decision-making. Not only do most (73%) of the participants report that they are on time for appointments, can cook and clean for themselves, exercise regularly, and know where to get personal counseling, but they can also use a checking account and budget money. Not surprisingly, five individuals identified independent living as a future goal.

Transportation to work, shopping, and recreation remains a difficulty for most participants. Only one respondent had a driver’s license and drove a car; the others relied on rides from family and friends, as well as walking and biking, to get around. Only one-third knew how and where to get a bus pass.

The topic of social skills/social life was regarded by five respondents as being among the most helpful topics in the transition curriculum, and by five others as being among the least helpful topics. This low ranking by some individuals was surprising, in view of the positive responses from most of the group pertaining to the status of their social lives and community integration. The responses indicate that the majority of the respondents participate in a variety of social activities, and have friends both with and without disabilities. Improvement was reported in almost every area of social life over the past two years, and no single area of difficulty stood out. Making friends was reported as being relatively easy by 7 of the 11 participants, and the majority, as mentioned above, had done volunteer work in the community. More information on
recreation, social networks, and participation in community activities would be useful in assessing the degree of the individuals’ integration into community life.

Conclusions

The findings of this study indicate that the curriculum in the transition classes conducted at the northern California high school between 2005 and 2007 has been effective in providing students with disabilities with many of the skills, strategies, and other tools needed to support positive transition outcomes. The high number of favorable responses to the topic of employment and some aspects of education suggests that information in these areas was successfully communicated to and utilized by the participants, and there are some encouraging results in the areas of employment status and vocational training. The responses indicate that the importance of education, like employment, is understood by the group, but most participants do not feel ready to take the step toward postsecondary education at this time. Other topics in the transition curriculum that were rated as quite helpful by the participants were setting individual goals, team work, and communication, suggesting that these topics were effectively presented, well received by the students, and successfully implemented. In fact, examples of goal-setting were evident in some of the qualitative responses to these questions.

The findings pertaining to independent living and social life are mixed and more difficult to interpret. Responses of the participants show that a significant number of individuals found these areas to be among the least helpful topics in the transition curriculum. (The subject of dealing with personal conflicts was also among the least
helpful topics.) The findings suggest that even though most of the respondents feel they have benefited from the lessons in independent living, at least some individuals have not been able to integrate what they have learned into their daily lives, or perhaps they hold unrealistic expectations of independence, and are disappointed to still be living at home.

With regard to the topic of social life/social skills, five participants ranked it among the most helpful topics in the curriculum, while five others ranked it among the least helpful topics. This division in opinions may reflect a wide disparity in the abilities or motivations of the participants to implement the ideas and strategies presented in this area of the curriculum, and suggests a lack of integration by some individuals into community life. Alternatively, it may simply reflect the possibility that some individuals feel that improvement in their social skills was not needed.

It is clear from the findings that these students have learned a great deal in these transition classes. There also seems to be a great interest by the students in working and living independently. However, some of the instruction has not been integrated by the students into their lives. As discussed earlier in the literature review, there are many influences on the lives of these youth beyond the curriculum, and all of these influences will contribute in determining the outcomes for these young adults.

Recommendations

Based on the above findings, a number of recommendations can be made regarding a) modifications to the existing transition curriculum, b) the evaluation of other transition curricula, and c) the training of transition specialists.
The curriculum evaluated in this study is functional in nature, and contains many of the outcome-driven elements described by researchers who specialize in transition strategies. Among these elements are assessing the students’ personal goals, self-determination and other motivational skills, social skills, study skills, college readiness, career readiness, portfolio preparation, and planning for independence. Other elements that could be added, if not already present, or increased to make the curriculum even more functional are:

- More integration of occupationally specific skills, employability skills, and academic skills;
- School-supervised work experiences;
- Alliances with businesses: career talks, career fairs, workplace tours, apprenticeships, job coaches, job mentoring;
- Employment before leaving high school, if possible;
- Involvement of parents (little was said of this);
- More use of natural settings;
- More effective use of assistive technology;
- Follow-up with employers regarding job retention;
- Identification and use of community supports and activities, including possible field trips to these resources;
- Expansion of the number of transition classes being taught; and
- Follow-up of subsequent classes of students and possible future follow-up of this panel.
The quality of a curriculum is defined by the usefulness of the content to the student, now or in the future. The following recommendations are made to educators in the evaluation of other transition curricula:

- Continue to ask the students for their opinions;
- Use a questionnaire or interviews for assessing the opinions;
- Make the questionnaire shorter, and keep it simple (yes/no answers, multiple choice is good, but not ranking);
- Add more questions about employment and vocational goals and plans, fewer about education; and
- Add more questions about inclusion in the workplace and community, decision-making, and social networks.

Teachers, counselors, coaches and other staff can have a great influence on students with disabilities, and in fact, can have more of an effect on the students than do parents during the critical transition period (Wehman, 2006). Students who have purpose and who have been reinforced in their goals are much more likely to succeed in work and community living. High school staff may be able to help set those goals in areas such as academic performance, community service, or other activities that will help the student develop a sense of self-esteem.

With this in mind, several additional recommendations can be made based on the information gained in this study. First, more programs at the university level are needed in the area of transition for special education teachers and others. At the present time there are only a small number of graduate level certification programs designed for
education professionals seeking more knowledge of the transition process. Institutions such as George Washington University in Washington D.C. and the University of Kansas have taken leadership roles by setting up Special Education Transition certification programs to better train educators. Other current programs are offered through state departments of education in the form of short-term in-person workshops, for those able to travel to them. Transforming these courses into on-line courses would make them available to many more educators, and thus help to expedite the acquisition of this knowledge.

Secondly, school districts need to develop Transition Specialist positions within their districts that deal primarily with the transition issues of students preparing to leave high school. This would enable school districts to better address the diverse needs of students with disabilities, as well as improve much-needed coordination with outside resources and agencies. Transition Specialists would need to be trained in, for example, conducting learning style inventories and career assessments, and in matching a student’s assessment results with a likely career path compatible with the student’s academic skills and disability. Assessment results could be used to place the student on one of two possible high school tracks: vocational or academic. Since the eighth grade is a transitional year leading into high school, these assessments would best be done sometime during the seventh grade so as to make any needed changes before high school. This would allow ample time for any program changes to be made so as to align the student, while in middle school, with the appropriate transition track.
TERRI WINSTEAD AND JOHN BURNETT WOULD LIKE TO INVITE YOU TO A PIZZA PARTY

Date: March 21, 2008
Time: 6-8 p.m.
Location: Round Table Pizza
116 Belle Mill Road, Red Bluff CA, 96080  Tel. (530) 529-1760

Dear Student,

My name is John Burnett and I am a graduate student at Sacramento State University working on my master’s degree in Special Education. I am working with Terri Winstead, the teacher of the transition class(es) that you took between 2005 and 2007 at Red Bluff High School. We would like you and your classmates to join us for pizza and to participate in a survey by filling out a questionnaire. The results of the survey will tell us whether the transition classes have been useful to you as an adult and will be used in my research to evaluate the curriculum of those classes. All data will be confidential.

Please sign and detach the consent form at the bottom of this letter, and mail it to Ms. Winstead at the Red Bluff Department of Rehabilitation at the address below to let her know that you will be coming. If you have any questions, please call Ms. Winstead at (530) 529-4272. We hope to see you all there!

Sincerely,

John S. Burnett
Graduate Student

Terri Winstead
Sr. Vocational Rehabilitation Counselor

Cut Here

Please mail to: Department of Rehabilitation, 705 Pine Street, Red Bluff, CA 96080-3743

Consent Form

I understand that by signing and returning this form I am giving my consent to participate in this survey. I also understand that participation is voluntary, and that I am free to withdraw my consent and discontinue my participation at any time without loss of the pizza party. I plan to attend the party.

__________________________  __________________________
Signature of Participant       Date
AGENDA
Pizza Party
March 7, 2008

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 p.m.</td>
<td>Arrive at Round Table Pizza, set up materials</td>
</tr>
<tr>
<td>5:20</td>
<td>Meet Ms. Winstead, and give her copies of questionnaire to be coded</td>
</tr>
<tr>
<td>5:45-6:00</td>
<td>Greet participants, order sodas and bread sticks</td>
</tr>
<tr>
<td>6:00</td>
<td>Introduce myself to group, explain the purpose of the survey, and that that their participation is voluntary. Ms. Winstead to pass out coded copies of questionnaire Give instructions and specifically tell group not to put their names on the questionnaires. Start filling in questionnaires.</td>
</tr>
<tr>
<td>6:20</td>
<td>Order pizzas on completion of Section 1</td>
</tr>
<tr>
<td>6:45</td>
<td>Eat and complete questionnaires</td>
</tr>
<tr>
<td>7:15-7:30</td>
<td>Collect completed questionnaires</td>
</tr>
<tr>
<td>7:30-8:30</td>
<td>Eat and socialize</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Depart, begin to compile data</td>
</tr>
</tbody>
</table>
Congratulations on your transition out of high school and into the adult world. This is a big step for many students. Part of the process of transitioning from the secondary to postsecondary world was the college credited transition classes taught by Ms. Winstead. Now that you have had time to practice the skills and strategies you learned, we would like to have you complete this questionnaire on the information presented in that class to help determine its effectiveness. Your complete honesty is an important part of this process.

Date _______________________

Demographic Information

1. Gender(circle one): Male Female

2. What is your age? 18, 19, 20, 21, 22, 23, 24, 25, 26

3. Marital Status: Single Married

4. What is your disability? (please specify) ________________________________
The following questions pertain to the transition class(es) you attended between 2005-2006 and 2006-2007 taught by Ms. Winstead.

Please indicate, by circling yes or no, your response to the questions listed below:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you used any of the study skills taught in the transition classes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you feel that the field trips to Shasta College were useful?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you enjoy learning more now than when you did when you were in high school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did the transition classes assist you in deciding to enroll in a vocational training program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did the transition classes assist you in deciding to enroll in a college certificate program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did the transition classes assist you in deciding to enroll in a college degree (AA /AS) program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did you follow your transition plan after leaving high school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Have you ever requested accommodations at school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Have you ever used accommodations at school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Has your family assisted you in the last year with your education?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Please specify below the type of program you are or were enrolled in. Please include all programs that you have attended, whether or not you completed the program.

a. Vocational training program (please specify)

b. Internship or apprenticeship program (please specify)

c. College certificate program (please specify)

d. College degree program (please specify)

e. I am not attending an educational program at this time

f. I have never attended an educational program since leaving high school.

12. When you were in the classes you created a portfolio. Using the 1-3 scale below, please rate the areas of your portfolio according to how useful they were to you for the past two (2) years:

Not Useful Somewhat Useful Very Useful

Resume and Cover letter
College application
Employment application
Career Inventory

Using the following 1-5 scale, please indicate, by circling the most appropriate response, the degree to which you agree with the statements listed below.

strongly disagree disagree neutral agree strongly agree

12. I feel that Ms. Winstead's transition classes were helpful in making the transition from high school to adulthood.

14. I feel that I understand my disability better than I did when I was in high school.
15. I feel that the transitional class has helped me become more confident in reaching my educational goals. 1 2 3 4 5

16. I feel that the transition classes has helped me become a better student. 1 2 3 4 5

17. I feel better about learning than I did when I was in high school. 1 2 3 4 5

18. I feel that I understand my learning style better now than I did two years ago. 1 2 3 4 5

19. I feel that the transition classes have helped me to live independently. 1 2 3 4 5

20. I feel that the transition classes have helped me become more independent at work. 1 2 3 4 5

21. I feel that the transition classes have helped me become more independent at school. 1 2 3 4 5

22. I feel more comfortable talking with people about my disability than I did in high school. 1 2 3 4 5

23. I feel that the transition classes have made me more confident in achieving my career goals. 1 2 3 4 5

24. I feel that the information taught in the transition classes was relevant to my life after high school. 1 2 3 4 5

25. Which aspects of the transition classes were the **MOST** helpful to you as an adult?
Circle all that apply from the list below.

- a. educational
- b. study skills
- c. social life
- d. assistive technology
- e. independent living
- f. setting individual goals
- g. team work
- h. understanding my strengths and weakness
- i. employment
- j. financial matters
- k. portfolio
- l. college visits
- m. communication
- n. dealing with personal conflicts
26. Which aspects of the transition classes were the LEAST helpful?
   Circle all that apply from the list below.
   a. educational   b. study skills   c. social life
   d. assistive technology  e. independent living  f. setting individual goals
   g. team work   h. understanding my strengths and weakness   i. employment
   j. financial matters     k. portfolio   l. college visits   m. communication
   n. dealing with personal conflicts   o. Other

27. What are the study skills that you use MOST often?
   Circle all that apply from the list below.
   a. Start early in the morning   b. Note taking (Cornell Method)
   c. Quiet room   d. Study during the daytime   e. Draw pictures
   f. Rhymes and songs   g. Rewrite notes   h. Use tape recorder   i. Use tutors
   j. Study groups   k. Memory training (mnemonics)   l. Recite it out loud
   m. Acronyms   n. Time management   o. Repetition
   p. Other(specify)

28. Do you have additional comments or opinions about how the transition classes have helped your educational process?
### Social Life

1. Which of the following social areas are the most **diffficult** for you today?  
   (Circle all that apply)

   a. Making Friends  
   b. Interacting with friends  
   c. Studying with friends  
   d. Attending parties  
   e. Inviting people to my home  
   f. Joining a club  
   g. Participating in a club  
   h. Attending a large event  
   g. Transportation to a social event

2. Which of the following social areas was the most **diffficult** for you two years ago?  
   (Circle all that apply)

   a. Making Friends  
   b. Interacting with friends  
   c. Studying with friends  
   d. Attending parties  
   e. Inviting people to my home  
   f. Joining a club  
   g. Participating in a club  
   h. Attending a large event  
   i. Transportation to a social event

3. Which of the following social areas was the **easiest** for you two years ago?  
   (Circle all that apply)

   a. Making Friends  
   b. Interacting with friends  
   c. Studying with friends  
   d. Attending parties  
   e. Inviting people to my home  
   f. Joining a club  
   g. Participating in a club  
   h. Attending a large event
4. Do you ever go out for entertainment? (check all that apply)

- Video Arcades
- Movies
- Restaurants
- Dancing
- Night Clubs
- Concerts
- Other (please specify)

6. Are you involved in any other social activities? Yes No

7. Are you involved in any clubs or sports? Yes No

8. Do you have friends with disabilities? Yes No

9. Do you interact with people who are not disabled? Yes No

10. Do you have friends that help you solve problems? Yes No

11. Do you know how to solve problems between you and other people? Yes No

**Independent Living Skills**

1. Where do you live? (circle only one)
   - a. Home
   - b. Apartment
   - c. Group Home
   - d. Dorm
   - e. Other (Please specify)

2. Who do you live with? (circle only one)
   - a. Parent, Guardian, Relative(s)
   - b. Roommate
   - c. Alone
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Do you know your Social Security number from memory?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you know how to use a computer to write papers and letters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you know how to use e-mail?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Can you cook for yourself?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Can you clean your house or apartment alone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Can you take your medication on time without any assistance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Are you on time for appointments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you exercise regularly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do you know where to get personal counseling if you need it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. If you have an emergency, who would you call?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify (for example: my wife):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Do you know the three (3) numbers to call the police if needed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. What are those three (3) numbers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Do you have a copy of your birth certificate?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Transportation**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have a driver’s license?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. If yes, do you have a car?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you ever rent a car?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4. Please rate the following forms of transportation based on how often you use them:  
  1 = Never, 2 = Very Little, 3 = Sometimes, 4 = Very often
  Drive  Taxi
  Bus  Carpool
  Walk  Ride from friend or family member
  Bike  Other (please specify) |     |    |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Do you know how to get a bus pass?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Do you know where to get your bus pass?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. Do you understand how to read bus schedules?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. When commuting, do you give yourself lots of time?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9. Do you understand how to read a road map?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10. Can you give someone good directions?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Employment and Money**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you had a job in the last two years?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Are you currently employed?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. If yes, is your job full time or part-time? (circle one)</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td>4. Do you know how to interview for a job?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. Can you complete a job application?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Do you know how to make job contacts?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. Do you know how to budget your money?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. Do you know how to use a credit card wisely?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9. Do you pay your bills on time?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10. Do you know how to use a checking account?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>11. Do you know how to talk about your disability with your employer?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>12. Can you add and subtract numbers in your head?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>13. Have you done any kind of volunteer work since leaving high school?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>14. Have you ever requested accommodations at your job?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
### General

1. What special interest, talents, or abilities do you have?
   - a. Music/Musician
   - b. Working with animals
   - c. Mechanical ability
   - d. Art/artist
   - e. Problem solver
   - f. Working with children
   - g. Good friends to others
   - h. Sports (specify)
   - i. Other (specify)

2. What personal, educational, or career goals have you achieved so far?
   - a. Got a paid job
   - b. Enrolled in a college or vocational program
   - c. Received a raise or promotion
   - d. Received recognition for an accomplishment
   - e. Received a letter of recommendation
   - f. Travel to a new area
   - g. Made new friends
3. What future goals have you set for yourself?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Based on your personal experiences in the adult world so far, tell me about one or more situations where you found the information learned in the transition classes to be very useful:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. In your opinion, what additional topics could be added to the transition classes to make them more useful?
6. Please take a few minutes to make any additional comments that might have not been covered in this survey. Please be honest with your answers, both positive and negative comments, so that we can continue to make any needed changes.

Thank you for participating in this important survey.
REFERANCES


http://nod.org/index.cfm?fuseaction=Feature.showFeature&FeatureID=1422


http://www.links.astro.org.sici?smi=0034-6543%28199722%3A2%3C197%ASTFYWD%3E2.0CO%3B2-Q


