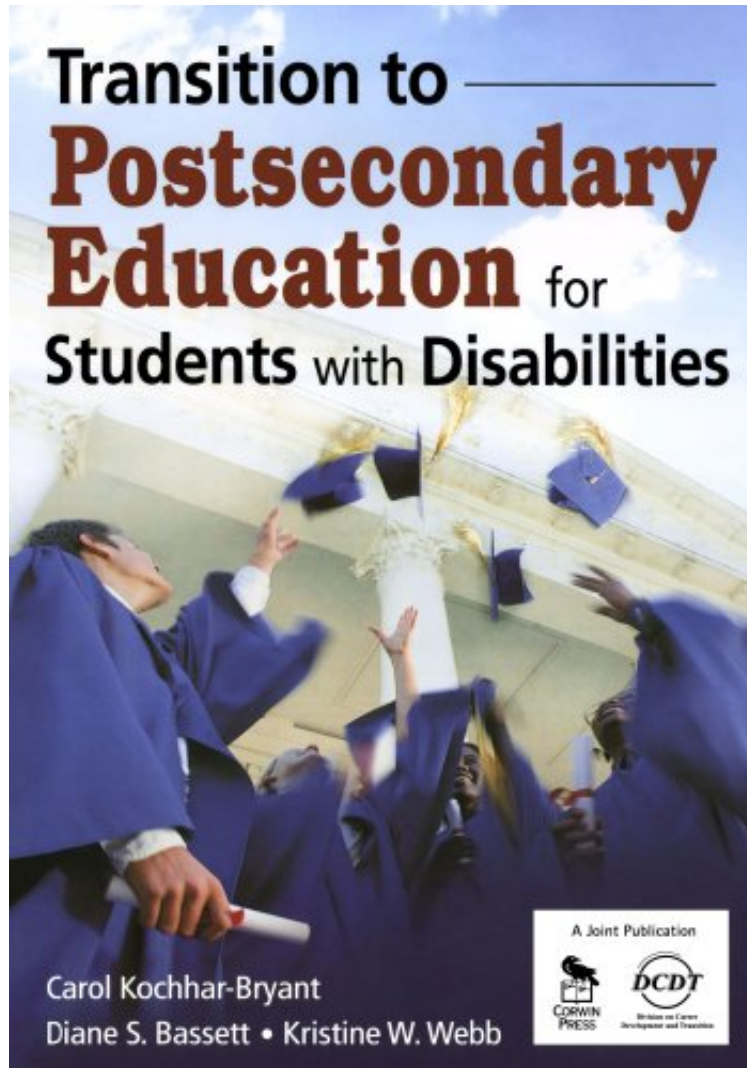


Transition to Postsecondary Education for Students With Disabilities

Carol A. Kochhar-Bryant, Diane S. Bassett, Kristine (Kris) W. (Wiest) Webb
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#831472 in Books Corwin 2008-10-01 Original language: English PDF # 1 10.00 x .56 x 7.00l, 1.15 #File Name: 1412952794248 pages The most up-to-date information on key legislation that affects transition services and the rights and advice for helping students document disabilities, develop self-advocacy skills, and seek accommodations Information about postsecondary resources on campus and in the community Students' personal stories and a look at the role of family involvement An overview of transition considerations for middle school youth With user-friendly tools such as checklists, | File size: 39.Mb

Carol A. Kochhar-Bryant, Diane S. Bassett, Kristine (Kris) W. (Wiest) Webb : Transition to Postsecondary Education for Students With Disabilities before purchasing it in order to gauge whether or not it would be worth my time, and all praised Transition to Postsecondary Education for Students With Disabilities:

0 of 0 people found the following review helpful. Five Stars
By Ann Swank
This is for my class and was in great condition
1 of 1 people found the following review helpful. An Overall Educated Text on Disability Planning
By Robin Orłowski
Explaining the potential options legally available to people with disabilities after high school, this book has several good points. Particularly for students enrolled in special education programs all throughout public school education, graduation from high school potentially becomes a confusing time. Will the same services be available? Who will provide them? Special education services eligibility does not exist when entering college. But the rules which DO cover college are an different set. As opposed to covering every type of every disability, they merely provide reasonable accommodation for 'qualified students'. Because a college does not have to accept every student within a community, it does not have to accomodate every student who happens to have a disability. For those students whose parents were 'protecting' them from the larger world, the mandatory self-advocacy required in college (among other environments) might initially feel confusing--or even scary. But self-identification as a person with a disability is REQUIRED to obtain 'reasonable accommodation' regardless of where somebody is accepted and then enrolls. Particularly in that environment, a parent cannot 'advocate' irrespective of how 'good' their intentions previously were or are. The 'college' chapters of this book are particularly well-written because in addition to stressing the self-advocacy, they correctly state that students are able to apply to and then enroll at any college where they get accepted. Disability services do not get provided as a 'favor' to any student on any campus, they are federally-required. Obtaining these disability services requires student proactivity from the begining of campus enrollment. Self-advocacy is also required when paying visits to your local rehabilitation agency for the services which they can provide. These agencies assist with job training for college students but also work with people whose transition plans do not and will not include college. Here, an advocate is permitted to provide help--but the agencies tend to place emphasis on the 'client' to the greatest extent possible. An especially helpful feature of this text has 'voices' of people undergoing the transition themselves speaking out about these experiences. While the book is written as a 'text' for educators/potential educators, the approach also helps in a guide which should be made available for students themselves. I feel that the authors should have actually made this guide directed at transitioning/soon-to-be transitioning students. They are, despite the law--being virtually 'dumped' after high school graduation in too many instances. Such a resource would prove invaluable in dramatically reducing the post-graduation confusion, and ultimately answering their own original thesis.

This comprehensive, practical book provides user-friendly tools for creating transition plans to help students with disabilities successfully put their goals into action and navigate postsecondary environments.

"Meets the need for a comprehensive set of strategies for assisting young adults' transition to postsecondary education and work environments. The book is well-written, easy to read, and addresses many facets and avenues for transitioning effectively. A must-have!"--Jane Williams, Former Professor and Chairperson, Department of Special Education (06/23/2008)"Today, students with disabilities have more postsecondary options than ever before. They need to make knowledgeable decisions about their futures. This timely resource provides critical guidance educators and families need to help students transition into postsecondary education and careers with purposeful success. The authors offer a powerful storehouse of information and suggestions that fills a longstanding vacuum in our professional resources."--Patricia K. Ralabate, Senior Policy Analyst (08/12/2008)"While secondary educators have improved opportunities for the development of skills necessary for academic success and transition to the next setting, there is a need for practitioner-friendly information on what persons with disabilities need to access postsecondary education and careers as well as how their participation in these areas can improve their outcomes. Kochhar-Bryant, Bassett, and Webb do a fine job in responding to this need."--Michael J. Ward, Coordinator, Transition Special Education Distance Education Certificate Program (06/23/2008)"A primer for teaching all students with special needs who are moving from the protective environment of our secondary schools to self-reliance, self-advocacy, and independence. This book fills a noticeable gap in our profession s ability to identify the key elements, strategies, and resources required for successful transition into postsecondary education. Moreover, thisbook is a lifeline for parents who are asking what s next, where do we go from here, and who can we go to for services when needed."--Robert N. Ianacone, Former President (06/23/2008)"Meets the need for a comprehensive set of strategies for assisting young adults' transition to postsecondary education and work environments. The book is well-written, easy to read, and addresses many facets and avenues for transitioning effectively. A must-have!"--Jane Williams, Former Professor and Chairperson, Department of Special Education (06/23/2008)"Today, students with disabilities have more postsecondary options than ever before. They need to make knowledgeable decisions about their futures. This timely resource provides critical guidance educators and families need to help students transition into postsecondary education and careers with purposeful success. The authors offer a powerful storehouse of information and suggestions that fills a longstanding vacuum in our professional resources."--Patricia K. Ralabate, Senior Policy Analyst (08/12/2008)"While secondary educators have improved opportunities for the development of skills necessary for academic success and transition to the next setting, there is a need for practitioner-friendly information on what

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This timely resource provides critical guidance educators and families need to help students transition into postsecondary education and careers with purposeful success. The authors offer a powerful storehouse of information and suggestions that fills a longstanding vacuum in our professional resources." (Patricia K. Ralabate, Senior Policy Analyst 2008-08-12)About the AuthorCarol Kochhar-Bryant is a professor of special education at the George Washington University. For 21 years she has developed and directed advanced graduate and doctoral leadership preparation programs related to secondary and transition services for youth with disabilities. She teaches courses in special education, legal issues and public policy, systemic change and leadership, and interdisciplinary planning and development. She currently consults with public school districts, state departments of education, and federal agencies, and has collaborated in international special education and transition policy research with the World Bank and the Office of Economic Cooperation and Development. She has conducted evaluations of state systemic reform initiatives, national technical assistance centers, transition services in correctional systems, and a variety of community-based agencies. Kochhar-Bryant is a former teacher of individuals with intellectual disabilities, a residential program director, case management program director, and evaluator. She is widely published in the areas of disability policy, leadership development, interagency service coordination, career-vocational programming, and secondary-to-postsecondary transition for special learners. She is past president of the Division on Career Development and Transition of the International Council for Exceptional Children. Diane S. Bassett is a professor in the School of Special Education at the University of Northern Colorado. She has taught general and special education in elementary, secondary, and postsecondary institutions, and in both public and private schools. She currently coordinates the Generalist Masters Program and teaches coursework in secondary services,

adolescent and adult development, transition from school to adulthood for students with exceptionalities, self-advocacy and self-determination, and transition services in a standards-based system. Bassett is the coauthor of two books, *Student-Focused Conferencing and Planning* and *Aligning Transition and Standards-Based Education: Issues and Strategies*. Her other publications center on self-determination, effective services for students with mild/moderate disabilities, and efficacy-based transition practices. Bassett is a past president of the Council for Exceptional Children's Division on Career Development and Transition (DCDT) and was also honored with the Oliver P. Kolstoe Award from DCDT for her work in transition. At UNCO, she has been awarded the Provost's Award for Excellence in Graduate Education, the College of Education Outstanding Scholar Award and Outstanding Service Award, the Mortar Board Award, and the Panhellenic Outstanding Professor Award. Kristine W. Webb is an associate professor in the Department of Exceptional Student and Deaf Education and director of the Disability Resource Center at the University of North Florida (UNF). Webb is a past president of the International Division on Career Development and Transition (DCDT), an organization dedicated to improving life for adolescents and adults with disabilities. In 2007, she was awarded the Outstanding Faculty Service Award at the University of North Florida. In addition, Webb was the UNF 2003 CASE Undergraduate Teaching Award nominee and received the Outstanding Undergraduate Teaching Award for 2001-2002. In 2003, she was awarded the Transition Champion by the Division for Career Development and Transition. Before coming to UNF, Webb served as the director of the Florida Network: Information and Services for Adults and Adolescents with Disabilities housed at the University of Florida. Prior to that position, she was the coordinator of a collaborative special education intern program at the University of New Mexico. Before her own transition to higher education, Webb was a high school teacher for 17 years in Colorado and New Mexico. Along with her interest in teacher preparation, Webb has a long-standing passion for promoting successful postsecondary education experiences for individuals with disabilities, family involvement and collaboration, and transition to adult life for individuals with disabilities.