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## MESSAGE FROM THE PRESIDENT

Welcome to the Division on Career Development and Transition (DCDT) newsletter, which is the traditional way for the DCDT Board to communicate with members. I appreciate your taking the time to read this valuable publication of DCDT.

As you are aware, we are facing a tough time, with economic challenges and budget shortfalls across the country. Despite this, our DCDT continues to be a strong organization thanks to the stable and dedicated membership. During my tenure as president, I want to make certain that we continue this trend and push transition for students with disabilities to the forefront of national attention. To accomplish this goal, DCDT has planned to do the following:

1. Maintain a comprehensive website with up-to-date information in a number of areas, including upcoming events, practical ideas, research findings, and other resources relating to the successful transition of students and young adults to their future environments.
2. Sponsor conferences and workshops that offer networking and learning opportunities to all who are interested in transition. Two major conferences will take place in the next few months.
  - First is the 2010 DCDT Regional Conference, "Transition in the 21st Century," which will be held in **Mystic, Connecticut, on October 13-1, 2010**. This 3-day event features an outstanding **keynote speaker, LeDerick Horne**, a nationally recognized motivational speaker, poet, and advocate for people with disabilities. Another unique feature is the **postsecondary education strand**, which offers great ideas and practices about providing postsecondary education to students with intellectual and

other disabilities. Other strands include presentations on a variety of topics that directly address the needs of the field.

- The second major conference is the **CEC Convention and Expo in National Harbor, Maryland**, from April 25 to 28, 2011. A transition strand with presentations and posters will be offered. Some other DCDT-sponsored events will also take place during the convention. We hope to see you at both conferences.



3. Continue and strengthen existing partnerships with various national organizations and entities, including the National Secondary Transition Technical Assistance Center (NSTTAC), National Community of Practice on Transition (sponsored by the IDEA Partnership), the Vocational Evaluation and Career Assessment Professionals Association (VECAP), and Easter Seals. We will continue to seek opportunities for future partnerships and welcome suggestions from you.
4. Develop membership through information dissemination and state leadership building. DCDT uses a variety of ways to disseminate information to members, including this newsletter, the Email Blast, the journal *Career Development for Exceptional Individuals*, and our website. Please take advantage of these resources, which are free of charge to our members. In addition, DCDT has a Membership Committee comprising individuals representing different regions and roles who can assist

(continued on next page)

(*President's Message, continued from page 1*)

states in developing or enhancing state leadership. If you are in a state that does not have a DCDT chapter, we encourage you to contact the Membership Committee to find out how you can start one. If there is a DCDT chapter in your state, get involved by joining the leadership team or participating in chapter-sponsored workshops (many state DCDT chapters offer workshops).

In closing, I would like to thank you for your continued involvement with and support of DCDT, DCDT Board

members for volunteering their time to serve the DCDT, Dale Matusevich for his effort in building partnerships with various organizations, and all DCDT past presidents for their guidance and support. We must continue to work together and keep transition on the national agenda. I look forward to a new and exciting year for DCDT.

Sincerely,

**Dalun Zhang**  
DCDT President 2010–2011

## AN ERA OF NEW OPTIONS: Making College a Reality for Students with Intellectual Disabilities

With the passage of the Higher Education Opportunities Act in 2008, our country began a journey into the next era of transition planning—one that will make higher education a realistic option for students with intellectual disabilities (ID). While students with ID have frequently been the focus of efforts to improve transition outcomes, most often these efforts were geared toward improving access to employment and, to a lesser extent, independent living opportunities. The scope of transition services for students with ID will now expand to include an array of higher education opportunities that are increasingly becoming available. Currently, colleges and universities across the United States offer more than 250 programs for students with ID (Hart & Grigal, 2009). Some of these are dual enrollment programs that support students who are still receiving transition services from their high school and some are programs that serve adults with ID. Many serve both groups. The programs have been created with little federal or state guidance (Grigal & Hart, 2010) and have a wide range of focus to their activities and outcomes. However, not every community, or even every state, has such an option for students with ID.

In June 2010, the U.S. Office of Postsecondary Education published in the *Federal Register* requests for proposals to fund 20 to 25 new Model Demonstration projects at institutes of higher education (IHEs) nationwide. These models, referred to as Transition and Postsecondary Programs for Students with Intellectual Disabilities, or TPSIDs, would enable IHEs to create or expand high-quality, inclusive model comprehensive transition/postsecondary programs for students with ID. TPSID awards could be up to \$500,000 each year for 5 years. This funding will support the development of new options or enhance existing postsecondary education options for transitioning students with ID. TPSID grantees are required to use these funds to

- provide individual supports and services for academic and social inclusion in academic courses and extracurricular activities;
- focus on academic enrichment, socialization, independent living skills (including self-advocacy), and integrated work experiences that lead to gainful employment;

- integrate person-centered planning in the each student's course of study;
- partner with one or more local educational agencies to serve students with ID who are still eligible for special education and related services under the IDEA; and
- create and offer a meaningful credential upon program completion.

These new models will be funded in the fall of 2010 and will offer a new or enhanced transition option for students with ID and their families. Transition coordinators, secondary special education teachers, and disability services and college personnel, along with adult service organizations, will need to know about these emerging options. In addition, implemented on July 30, 2010, were new regulations that allow college programs that serve students with ID to apply to the Financial Services Administration to be approved as a "Comprehensive Transition and Postsecondary Program." Once approved, these college programs could then provide eligible students with ID access to Title IV federal aid programs, including Pell Grants, Work-Study (FWS), and Supplemental Educational Opportunity Grants (FSEOG). Students with ID would not have to meet the previous eligibility criteria of having a high school diploma, passing an ability to benefit test, or be seeking a degree to access these forms of financial aid. Students and their families would have to meet the existing financial eligibility requirements for such aid.

*For more information about college options for students with ID, including the new model demonstration projects or new financial aid eligibility, check out this website (<http://www.thinkcollege.net>).*

### References

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## PARENT VOICE: School–Family Partnerships



**Beth Sweeden, Parent Representative**

The beginning of each school year is both exciting and stressful for me as a parent of a teenager with developmental disabilities. I don't especially anticipate gearing up for school meetings or spending hours supporting homework or arranging supports for her to participate in school and community activities. Of course, when I see my daughter engaged in and enjoying school, making connections and learning new skills, I am reminded it is all worthwhile.

We know from research both within the transition field and throughout the field of general education that parental involvement is a critical component to school success for all students, and particularly for students with disabilities during the transition process. A useful annotated bibliography by Dawn A. Rowe that is available on the NSTTAC website both summarizes the importance of family involvement and also points to research and resources educators can use to learn more in order to more effectively engage families.

Families play many roles in supporting their students—such as coaches, cheerleaders, sounding boards, and advocates, to name just a few. They may have knowledge of community resources that a student would not know about, and they can provide important supports (e.g., transportation to activities or work). The ways in which schools partner with families and incorporate their input into transition planning also takes many forms.

An active parent leader in the Milwaukee Latino community and a Milwaukee School District parent liaison, Monica Lopez points to the fact that many parents and students with disabilities with whom she works do not have a clear vision of what life after high school can look like if given the right preparation and supports. Monica's approach with families of diverse backgrounds in Milwaukee has been to work with high schools to create monthly transition meetings—a sort of **learning circle model**—in which invited guests from the community talk about the range of opportunities (post-secondary educational options in technical colleges and programs for students with disabilities; career choices; short- and long-term employment options) as well as locally available range of supports (Division of Vocational Rehabilitation, Social Security, Independent Living Centers, inclusive recreation and community programs).

Lopez says this approach fosters optimism and a sense of support in families, as well as giving them a better idea of the importance that school transition programming plays in supporting students to reach their goals.

Another strategy—**Kansas University's Self-Advocacy Strategy** (Van Reusen, Bos, & Schumaker, 1994)—is used by Cherryville High School in Gaston County, North Carolina. As part of their high school's Individualized Education Program (IEP) process, teacher Jennifer Cease-Cook says school

staff members work with students throughout the year to develop a career portfolio that includes a résumé, list of vocational coursework and skills learned in each, three reference letters, cover letter, examples of keyboarding skills, job experiences, photos of the individual student with a listing of areas of strength and interest, and other useful information.

Students invite parents, teachers, school staff, and potential local employers to a career portfolio presentation, as opposed to an IEP or transition meeting. As part of a presentation to “sell” themselves, the students dress for success and share their portfolios, often using PowerPoint or other tools. Jennifer says parent participation is high because individual assignments call on family members to contribute to or support certain aspects of the portfolio, and students go through several dress rehearsals for their final presentation with parents as the audience. The formal presentation is actually their Summary of Performance as they approach their exit from school. Clearly, this activity is designed to build self-determination, self-advocacy, and vocational skills, but the performance component is also a hit with parents, who are rightfully proud of their children.

This past school year, my own daughter's transition teacher worked with her during one study hall each week to develop a PowerPoint presentation for her IEP, using the template from the I'm Determined website ([imetermined.org](http://imetermined.org)). Throughout the semester, Cara enjoyed taking pictures of the activities and classes in which she was participating, then incorporating them into the presentation she was planning. Rather than responding to a written announcement of her IEP from the school, each participant—including me—received an email invitation from my daughter to share her experiences from the school year and plan for the next one. Her personal invitation to participate in a process she was leading seemed like a welcoming and celebratory way to participate in the process. For Cara, it empowered her and helped her see her own role and responsibilities in planning her future.

While supporting the self-determination and leadership of youth with disabilities is critical, supporting families to be involved in a variety of ways in their children's transition planning also is important. Every state has a federally funded parent training initiative that is full of resources both for families and for schools seeking to create better connections with families. To find the one in your state, visit this website (<http://www.familyvillage.wisc.edu/education/pti>).

### References

- Rowe, D. A. (2010). *Parent and family involvement annotated bibliography prepared for NSTTAC*. Available at [http://www.nsttac.org/products\\_and\\_resources/ParentInvolvementAnnotatedBibliography.aspx](http://www.nsttac.org/products_and_resources/ParentInvolvementAnnotatedBibliography.aspx)
- Van Reusen, A. K., Bos, C., & Schumaker, J. B. (1994). *Self-Advocacy Strategy for education and transition planning*. Lawrence, KS: Edge Enterprises.

## COLLABORATION: Vocational Evaluators and Career Assessment Professionals (VECAP)



**Marsha Legg, VECAP President**

We all work better together! That is why collaboration is such a focus of the mission of the Vocational Evaluators and Career Assessment Professionals (VECAP) organization. VECAP and DCDT have the same shared vision that appropriate transition assessment is the foundation to successful career, postsecondary, and independent living planning. The two organizations have a long history of collaboration and strive to jointly share resources, tools, and best practices with our members and other professionals in the field.

VECAP as an organization is committed to improving and advancing the fields of vocational evaluation and career assessment. While VECAP reaches professionals who serve various types of individuals in a variety of sectors, transitioning youth is a very important population to the organization. As one way to better serve this population, VECAP has been working with DCDT over the past year to develop and implement the National Community of Practice on Transition and Career Assessment.

This initiative began as an outgrowth of the IDEA Partnership ([www.ideapartnership.org](http://www.ideapartnership.org)), in which both organizations maintain a strong involvement. The Community of Practice on Transition and Career Assessment follows the philosophies of the IDEA Partnership, which focuses on addressing complex issues facing youth with disabilities and their families by promoting shared practice, increasing cross-stakeholder collaboration, increasing family engagement and youth leadership, and ultimately improving postschool outcomes of youth with disabilities.

A core leadership group came together last fall and held a working meeting at the DCDT Conference in Savannah. This meeting identified the goals of the Community of Practice group and established the strategies needed to reach those goals. The primary goal was defined as the connection and sharing of ideas, practices, and tools among all of us who have

a common interest in transition and career assessment, thus better serving the young adults with whom we work. As a means to accomplish this goal, the following have been established:

- a core group of leaders from DCDT and VECAP
- a list-serve where the group can communicate, share, invite others into the group, and collaborate
- practice group membership of approximately 160+ people, with more individuals expressing interest every day
- three primary workgroups: Knowledge Management, Shared Language & Policy Issues, and Data Collection and Analysis

The Community of Practice would like to ask for your assistance. As part of the Knowledge Management Workgroup, a survey has been created to gather information on the various transition assessments that are being used in the real world. We are asking practitioners and anyone involved with the administration of transition assessment to complete a brief online survey. Please see the following URL for access to the survey: (<https://gwcrcre.wufoo.com/forms/transition-career-assessment-tools>). We thank you in advance for your assistance with this.

We would also like to grow the Community of Practice and would love to have additional DCDT and VECAP members join the group to lend their expertise and assist with our goals of establishing standardized definitions, organizing professional development opportunities for practitioners, and gathering and sharing resources. If you are interested in joining this group, please contact us via email ([transition\\_assessment@yahoo.com](mailto:transition_assessment@yahoo.com)).

As always, VECAP looks forward to continuing and strengthening our partnership with DCDT. ***There is so much we can do together!*** For more information on VECAP, please visit our website ([www.vecap.org](http://www.vecap.org)).

### New Helpful Information for Practitioners!

Check out the newly added article:

#### ***Using a Transition Portfolio as a Tool for Documenting Transition Outcomes***

by Kelly E. Ligon, MEd, and Katherine M. Wittig, MEd

**This article includes many helpful links to portfolio examples and other useful sites.**

Find it in the "Practitioner Resources" section at [www.DCDT.org](http://www.DCDT.org)

## NEWS FROM **nsttac**: Diversity and Transition Assessment



**Dawn A. Rowe**



**Ozalle M. Toms**

*University of North  
Carolina at Charlotte*

The Individuals with Disabilities Education Improvement Act (2004) requires that beginning no later than age 16, all students' Individualized Education Programs (IEPs) include coordinated, measurable annual IEP goals and transition services that will reasonably enable these students to attain their postsecondary goals. To meet this requirement, educators must initiate the transition assessment process of collecting information about an individual's strengths, interests, and needs as they relate to the demands of current and future working, educational, living, and personal and social environments (Sitlington, 2008). The assessment process should begin early to allow time and opportunities for students to develop an understanding of who they are and what it is they want in life (Neubert, 2003). This understanding evolves and helps the student (a) identify interests and preferences, (b) gain awareness of job and community activities, (c) determine accommodations and support needs, and (d) develop tentative postsecondary goals.

The transition assessment process is critical to developing a transition-rich IEP. Assessment is the first step in identifying current levels of performance, writing measurable postsecondary goals, identifying appropriate transition services, and developing annual IEP goals. The ultimate goals of transition assessment are to help students (a) make informed choices, (b) take charge of the transition process, and (c) understand the skills needed for post school environments (Colorado Department of Education, n.d.).

Transition assessment should examine the demands of potential environments a student would experience in addition to the circumstances and situations that would occur within them. Culture plays an important role in defining transition for individuals and their families. Views of transition are not the same in all cultures. For example, emerging adulthood in more conventional, non-Western cultures such as China may appear much different because of the greater importance these cultures may place on practices (e.g., marriage, education, responsibility to others) that lead to an earlier transition to adulthood. In African cultures, communal life has superiority over individuals; the belief is "that one's understanding of self evolves out of personal experience in a human community" (Tedla, 1995, p. 31). Thus, an individual is not perceived as an isolated entity apart from the community but rather as a "person-in-community" (Karenga, 1998, p. 39) whose existence or purpose for being is integrally linked to the collective.

To determine what the transition from high school to adulthood will look like for an individual, it is important to collect transition assessment information from students, parents, school professionals, and all other stakeholders in a particular student's life while ensuring that the tools and methods of assessment chosen are culturally sensitive (Clark, 1996; Sitlington & Clark, 2007).

Transition assessment is a critical component of transition planning. Many resources are available to support classroom teachers in understanding what transition assessment is, realizing its importance, selecting assessment instruments, and conducting assessments. The National Secondary Transition Technical Assistance Center (NSTTAC) has developed a Transition Assessment Toolkit (Walker, Kortering, Fowler, & Rowe, 2010; [http://www.nsttac.org/products\\_and\\_resources/tag.aspx](http://www.nsttac.org/products_and_resources/tag.aspx)) as a resource for teachers and other school personnel. Other resources related to assessment are available for use at the NSTTAC website ([www.nsttac.org](http://www.nsttac.org)).

### References

- Clark, G. M. (1996). Transition planning assessment for secondary-level students with learning disabilities. *Journal of Learning Disabilities, 29*, 79–92.
- Colorado Department of Education. (n.d.). *Charting a course for the future: A transition toolkit*. Retrieved from <http://www.cde.state.co.us/cdesped/TK.asp>
- Karenga, M. (1989). *Kwanzaa: A celebration of family, community and culture*. Los Angeles, CA: University of Sankore Press.
- Neubert, D. A. (2003). The role of assessment in the transition to adult life process for students with disabilities. *Exceptionality, 11*, 63–75.
- Sitlington, P. L. (2008). Students with reading and writing challenges: Using informal assessment to assist in planning for the transition to adult life. *Reading and Writing Quarterly, 24*, 77–100.
- Sitlington, P., & Clark, G. (2007). The transition assessment process and IDEA 2004. *Assessment for Effective Intervention, 32*, 133–142.
- Tedla, E. (1995). *Sankofa: African thought and education*. New York, NY: Peter Lang.
- Walker, A., Kortering, L., Fowler, C., & Rowe, D. (2010). *Transition assessment toolkit* (2nd ed.). Charlotte, NC: National Secondary Transition Technical Assistance Center.



To learn more about diversity issues and transition assessment, and to be involved in discussing them, please join us at the 2010 DCDT Regional Conference, "Transition in the 21st Century," to be held in Mystic, Connecticut, on October 13–16. Cultural diversity and transition assessment are featured topic strands this year. For more information, visit the DCDT website ([www.dcdt.org](http://www.dcdt.org)).

# Transition in the 21st Century

## Mystic, CT – October 14 - 16, 2010

### REGISTRATION:

Wed. 12:00 noon – 7:00 p.m. Thurs. 7:00 a.m. – 4:00 p.m.  
Fri. 7:00 a.m. – 12:00 noon Sat. 7:15 a.m. – 9:30 a.m.

### THURSDAY, OCTOBER 14, 2010

**7:15 a.m. – 8:30 a.m.: Breakfast (provided)**

**8:30 a.m. – 9:30 a.m.: Keynote—LeDerick Horne**

**9:45 a.m. – 10:45 a.m.**

Q & A w/ LeDerick Horne  
Preparing Students w/ Disabilities for the Transition to College  
Preparing for the Dynamics of College Life: Preparing Adolescents w/ AS for Post-Secondary Education  
Planning Your College Transition: Preparation, Empowerment, & Independence  
Transition Assessments & the iPod—A Look into the Future  
Transition Assessment & Students w/ Significant Disabilities: Developing a Comprehensive Planning Process  
Educator's Role in Facilitating Family Involvement in Transition

**11:00 a.m. – 12:00**

Diversity & Transition: Nature of the Discourse  
The Middlesex Transition Academy at Wesleyan University  
Evaluating the Activities & Effectiveness of Transition Collaborations in Improving Transition Service Delivery  
Addressing the #1 Need for Employment: Employability Skills Training  
Professional Development for the SOP: Does It Improve SOP Knowledge/Comprehensiveness of Completion?  
What Experienced Educators Forget When Developing Programming for Students 18+  
How Do You Develop Annual Goals to Meet the Requirements of I-13?

**12:00 – 1:30 p.m.: Plated Luncheon (provided)**

**1:45 p.m. – 2:45 p.m.**

Diversity & Transition: A Review of Current Practice  
Navigating the Campus Environment for Students w/ ASD  
Using Post-School Outcomes Data for Program Improvement  
Using Transition Assessment to Guide IEP Development  
“Yeah, but ...” & Other Excuses for Not Doing More/Better Transition Assessment  
Helping Youth Find & Keep Good Jobs: Part I  
Job Talk & PAES—A Vital Component of Indicator 13 Transition!

**3:00 p.m. – 4:00 p.m.**

Working w/ Youth & Poverty: Targeting Appropriate Career Exploration in a Rural Area  
Understanding the Needs of Students w/ Disabilities in Higher Education  
The Food Safety Smart Curriculum for Teaching Life Skills  
Self-Advocacy in Transition  
Learning Strategies for Transition  
Helping Youth Find & Keep Good Jobs: Part II  
Now That Some Provisions of the Higher Education Opportunity Act Are Implemented ... What's Next?

**5:00 p.m. – 6:30 p.m.: Welcome Reception (Marriott Ballroom)**

### FRIDAY, OCTOBER 15, 2010

**7:30 a.m. – 8:30 a.m.: Breakfast (provided)**

**8:30 a.m. – 9:30 a.m.**

Critical Issues in Transition Planning: Hearing the Student's Voice  
Think College: Making College a Reality for Students w/ Intellectual & Developmental Disabilities  
Transitioning Students w/ Mental Illness to Post-Secondary Education: Planning, Services, & Youth Voice  
Introduction to Assistive Technology

Online & Technology Blended Learning: The Opportunities & Challenges  
Post-High School Outcomes for Students w/ Disabilities  
Improving Transition Outcomes

**9:45 a.m. – 10:45 a.m.**

Relationships Between Self-Determination Pathways & High School Outcomes  
Where Are They Now? I-14 Follow-up Survey in Connecticut  
Transition Assessments & the iPod—A Look into the Future  
Grant Writing: How to Identify/Develop Successful Proposals  
NSTTAC Follow-Up with State Teams  
Examination of the Pennsylvania Predictor Study  
Linking Academic & Transition Instruction: Implementing Universal Design

**11:00 a.m. – 12:00**

RTI & Transition Planning: Its Role & Impact  
Laws Related to Transition from Secondary to Postsecondary Education  
What's Health Got to Do with Transition? EVERYTHING!  
Navigating Post-Secondary Education Independently w/ AT (NEAT)  
The Off-Campus Classroom (occ)  
NSTTAC Follow-Up w/ State Teams (continued)  
How to Develop a DCDT Chapter in Your State

**12:00 – 1:30 p.m.: Boxed Luncheon (provided)**

**1:30 p.m. – 2:30 p.m.**

Community Conversation on Diversity & Equity  
Youth Transition & Transportation: Successes from the Field  
WayPoint Is Assessment!  
Merging Standards-based IEPs, Student-led IEPs, & Technology Skills  
Think, Hear, See, Believe: Students w/ ID Document College Experiences  
You Are Only as Good as Your Resources  
Spectrum Unplugged

**2:45 p.m. – 3:45 p.m.**

*La Transicion:* Working w/ Latino Youth w/ Disabilities & Their Families  
High School Completion Program in a College Setting w/ a Comprehensive Internet-Based Career Development Component  
Facilitating Transition Through Mentoring in CT  
Goal-Setting & Attainment: An Avenue to Promote Self-Determination  
Lifelong Transition: Adaptive Yoga for Students w/ Disabilities  
Fundamental Transition Skills for Students on the Autism Spectrum  
Transition Services Under IDEA: Legal Issues

### SATURDAY, OCTOBER 16, 2010

**7:15 a.m. – 8:15 a.m.: Breakfast (provided)**

**8:15 a.m. – 11:45 a.m.: Vendors**

**8:15 a.m. – 9:15 a.m.**

Taking the F(fear) Out of Transition!  
Parent Information Training Centers

**9:30 a.m. – 10:30 a.m.**

Accessing Adult Services  
Gain Independence With Assistive Technology

**10:45 a.m. – 11:45 a.m.**

Empowerment for Transition: What You Need to Know  
Student Panel on Transition

Advance Registration online:

<https://www.acteva.com/go/dcdt>

## GOVERNMENT RELATIONS COMMITTEE UPDATE

**Lymon Dukes, Chair**

Greetings. My name is Lyman Dukes and I am serving as the new Chair of the Government Relations Committee. I am looking forward to serving the organization in this capacity. In an effort to increase participation in this committee, I have created a blog in which I encourage all DCDT members to participate. The blog can be accessed using the following link: <http://dcdtgovernmentrelations.blogspot.com/>

Also, during the CAN meetings in Alexandria in June, I had the opportunity to chat with other CAN coordinators, including Lisa Dieker, the CEC-TED (Teacher Education Division) CAN coordinator. Dr. Dieker has recently spearheaded the development of a PALS (Political Action Liaisons) and GALS (Graduation Action Liaisons) program to (a) promote greater participation in TED policy and advocacy affairs and (b) ensure more consistent participation in policy and advocacy issues by TED membership. I would like to recommend that the DCDT Government Relations Committee also develop a PALS/GALS program for our organization. The program

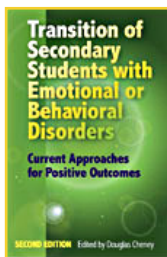
would consist of a current transition professional (PAL) and a graduate student working in the area of transition (GAL). Each state would have one PAL and one GAL affiliated with the DCDT Government Relations Committee. These individuals would help the committee chair promote DCDT policy and advocacy issues within their respective states. I would use the PALS/GALS as the point of contact within each state, and those individuals would promote participation regarding relevant issues within their states. For example, if DCDT was interested in contacting legislators around the country regarding a relevant transition matter, the PALS/GALS would contact their state transition constituents via email to encourage their involvement in the issue. The PALS/GALS network would also likely hold electronic meetings a couple times a year to address relevant committee matters as well. Again, the goal would be to promote both consistent and improved participation in relevant policy and advocacy matters. Please share your opinion regarding the PALS/GALS idea at the blog.

I look forward to hearing from you all!

**NEW DCDT/CCBD PUBLICATION:** Cheney, D. (Ed.). (2010). *Transition of secondary students with emotional or behavioral disorders: Current approaches for positive outcomes* (2nd ed.). Champaign, IL: Research Press. ISBN: 978-0-87822-626-9

Review by Audrey Trainor

Ordering information: <http://www.researchpress.com/product/item/5585/>



Teachers and researchers whose work focuses on the needs of students with emotional, behavioral, and social problems and disabilities should check out the new joint publication from the Council for Children with Behavioral Disabilities and the DCDT published by Research Press. This collection of 14 chapters outlines, highlights, and describes successful approaches and alternative programs that address transition education for youth with emotional and behavioral disorders (EBD). After an introduction by editor Doug Cheney, the first section provides a broad overview of issues, including ones related to cultural/linguistic diversity, self-determination, and partnerships with families. These chapters identify critical areas in need of addressing (a) to improve the outcomes for youth with EBD and (b) for research and practice in special education. For example, Obiakor and Wilder (Chapter 2 on transitioning culturally/linguistically diverse learners) explain the complicated process of how racial bias acts as a catalyst in regards to diminished opportunities for transition education, thus potentially limiting positive postsecondary outcomes for youth from historically marginalized groups. In the same section, Pleet and Wandry (Chapter 4 on building transition partnerships with families) provide multiple perspectives of families and reiterate a point made by Carter (Chapter 3 on self-determination): Effective transition

education includes delving into the points of view of teachers, parents, and students to solidify appropriately individualized transition planning.

The second section focuses on assessment, IEPs, and positive behavior supports. The content of these chapters highlights practical implementation of best practices and will augment new and experienced transition educators' approaches to planning and instruction. Kortering, Brazier, and Sitlington (Chapter 6) illustrate effective assessment strategies with useful examples and suggestions for implementation of formal and informal assessment tools. Similarly, Shriner and colleagues provide sample IEP goal statements and service linkages for IEPs in Chapter 7.

Administrators and transition teachers looking for evidence-based models of instruction may find the remaining chapters particularly useful because the authors describe successfully implemented alternative programs. Some are innovative; others summarize and combine what is known in the transition and EBD research. A unique feature of this book is its consideration of youth with EBD who are being served in the juvenile justice system, a group for which alternative programs and related research have not been widely available. As such, it is a particularly important contribution to the transition literature. While this publication is not a "how to," it provides a balance of work dedicated to both research and practice and should appeal to a broad audience of educators.

## REGIONAL & CHAPTER NEWS

### Southeast Region

The **Delaware** DCDT chapter has reorganized, with new president Amy Pleet (former DCDT parent representative). The new officers have agreed to join Delaware CEC on co-sponsoring a speaker series in 2011. They are also looking for ways to reach isolated transition personnel across the state, including building a web-based Transition Swap Shop of forms, useful documents, and transition practices. Delaware is one of the first Race to the Top states, so the chapter wants to be sure that valuable transition planning and preparation are included. Check out **Florida** chapter's wonderful website (<http://coe.fau.edu/flcdct>). **Georgia** was awarded a seed grant to redevelop their chapter. President Mary Edwards is working closely with school divisions, adult agencies, and postsecondary education personnel to revitalize this chapter. **North Carolina** hosted their annual spring conference, which was an overwhelming success. Visit their great website (<http://www.ncdcdt.org>). The **South Carolina** chapter has a website (<http://www.freewebs.com/scdcdt>) and an information-packed blog (<http://scdcdt.webs.com/apps/blog>). In July, **Virginia DCDT** held its annual summer institute, an action-packed conference with full sessions. President John McNaught recommends a visit to the chapter website ([www.vadcdt.org](http://www.vadcdt.org)). **West Virginia** chapter president Belinda Bennett reports that they are working on increasing membership.

### Southwest Region

Attention DCDT members in **Louisiana, California, and Arizona**: Members in your states have expressed interest in reactivating your DCDT state chapter. DCDT Southwest Regional Representatives Jamie Van Dycke and Lori Peterson would like to thank those of you who have expressed an interest, and we invite others to join the revitalization efforts. Get involved with people who share your passion for improving career/vocational and transition services for individuals with disabilities. The DCDT members who have already expressed an interest cannot do this alone! Contact Jamie ([jamielv@okstate.edu](mailto:jamielv@okstate.edu)) and/or Lori ([lori.peterson@unco.edu](mailto:lori.peterson@unco.edu)) to get connected with other DCDT members in your state.

### Missouri DCDT

Missouri statewide parent training and information center MPACT serves parents of children with disabilities. The primary goal is to assist parents in their efforts to effectively advocate for their children's educational rights and services. MPACT staff and volunteers throughout Missouri work with public/private agencies, parent groups, professional organizations, and advocacy groups. MPACT recently partnered with the PACER Center, a national nonprofit organization in Minneapolis, to help provide Missouri families with information through curricula offered by the national Family and Advocates Support Training (FAST) Project (<http://www.fastfamilysupport.org>). The PACER Center's mission is to

expand opportunities and enhance the quality of life for children and young adults with disabilities and their families, based on the concept of parents helping parents. Through the development and dissemination of four training curricula—Employment, Sexuality and Youth Development, Advocating for Your Family, and Strategies for Systems Change—underserved families, such as those who are from diverse racial and linguistic groups, live in poverty, live in rural or urban areas, or belong to the military, will increase their ability to advocate for family support services and influence systems change. Parent Training and Information Centers and other national dissemination networks will help provide the information to families and the professionals who work with them. This project is funded by the U.S. Administration on Developmental Disabilities.

### New Mexico DCDT

New Mexico held two transition specialists cadre meetings and a summer transition institute (STI) during the 2009–2010 school year. Our national partners—NSTTAC, the National Dropout Prevention Center for Students with Disabilities, and the National Postschool Outcomes Center—and our Statewide Transition Coordinating Council members attended and helped plan and conduct these meetings. The major foci were improvement of graduation rates (Indicator 1); how to decrease dropout rates (Indicator 2); quality, comprehensive transition planning in the IEP (Indicator 13); post-school outcomes (Indicator 14); individual district transition plans; Behavioral Health Services; and student-focused transition. On the STI opening day, the chapter gave monetary awards to three VR counselors who were recognized for their outstanding contributions and efforts associated with youth in transition to adulthood. NM-DCDT had a booth and sponsored/hosted an evening reception as ways to educate and recruit institute attendees for DCDT. We also co-sponsored the Denise Bissonnette workshop for the New Mexico Career Development Association on March 12, 2010.

### Texas DCDT

Carol Huntley was recently elected President of the Texas DCDT for the new school year. Carol is one of the founders of the state chapter and brings continuity to the efforts to increase membership and provide statewide training. Another state chapter founder, Jeanne Patrick, said farewell, retiring to Mountain Home, Arkansas. The next Texas Transition Conference will be held February 7–9, 2011, in Austin. Following the Texas DCDT Regional Workshop in Wichita Falls, the Board will work on the location of the third regional workshop for fall 2011. The purpose of these regional workshops is to take transition/career development training to as many parts of Texas as possible over a period of years. We welcome participants from the surrounding states of Louisiana, Oklahoma, and New Mexico to our state and regional conferences.