

Transition services for special education students



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Abstraction

This survey examined the issues on life-span passage services for particular instruction pupils. By researching the bing attacks to transition services and analysing results they provide for the handicapped individuals the survey tried to happen out the strengths and failings of these attacks every bit good as to specify the hereafter trends able to heighten passage plans designed to increase the likeliness that the handicapped individual will be able to procure and keep employment. map independently in the community. and finally go a satisfied and productive member of society.

The consequences of the survey demonstrated that to be successful passage services have to be transdisciplinary in nature. Besides. the usage of collaborative teaming among professionals. bureaus. the pupil. and household members. the usage of the course of study that focuses on the interactions between the pupil and his/her environments every bit good as the constitution and usage of interagency linkages to ease the smooth transportation of support and preparation from the school to adult and community bureaus when the pupil exits public schools are the most of import constituents of successful life-span passage plans.

A few decennaries ago the society faced upsetting result informations of the pupils with disablements (Repetto. 1995. p. 128) and to the full realized that due to small concern given to vocational and passage plans for these pupils the latter experienced increased school dropout and unemployment rates as statistics showed. Those pupils have frequently graduated from the school missing the accomplishments indispensable to populate or work

autonomously in the community. and frequently neglecting to happen and maintain occupation (Levinson. 1998. p. 29) . It is apparent such province of things has been dearly-won for both fiscal and personal considerations.

On the one manus. the society was to supply societal security for these individuals. and on the other manus. the individual himself was non satisfied with occupation calling and ain dependance. The necessity to alter this province of personal businesss has led to turning concentration upon heightening passage services for the individuals with disablements within the past 1 and a half decennary. Three factors contributed to this procedure: acceptance of federal statute law back uping and advancing passage services ; handiness of province. federal. and local financers invested in their development (Shapiro & A ; Rich. 1999. p. 51) ; and a figure of scientific and empirical surveies on effectual passage patterns (Kohler & A ; Field. 2003. p. 174) .

The intent of this survey is to research how life-span passage services can guarantee smooth integrating of the particular needs pupils into the community and supply them with the accomplishments sufficient for successful calling development. Toward this terminal we will size up prevalent attacks to passage services. discourse their advantages and defects ; analyze the constituents doing passage plans implementation successful ; and do the decisions as to the ways of these plans betterment.

Definition of Transition Services

Passage services were defined in by the jurisprudence as:

A co-ordinated set of activities for a pupil. designed with an outcome-oriented procedure. which promotes motion from school to post-school activities. including post-secondary instruction. vocational preparation. integrated employment (including supported employment) . go oning and big instruction. grownup services. independent life. or community engagement.

The co-ordinated set of activities shall be based on the single student's demands. taking into history the student's penchants and involvements. and shall include direction. community experiences. the development of employment. and other post-school grownup populating aims. and. when appropriate. acquisition of day-to-day life accomplishments and functional vocational rating (P. L. 101-476. pp. 1103-1104) .

Therefore. passage services. mandated by statute law. reflect the major public presentation countries that are typically addressed by passage services: work or instruction. independent populating including activities of day-to-day life. and community engagement. which may include community mobility and transit. entree to community services and activities. diversion and leisure. and socialisation and relationships.

This definition clearly implies that passage services should affect a diverseness of school and community staff. It besides assumes that they have to incorporate the parents of the kids and the kids themselves (Shapiro & A ; Rich. 1999. p. 132) . Besides. the definition entails that a passage plan is an outcome-oriented. well-planned and methodical procedure to be

launched long before the pupil is graduating from school (Levinson. 1998. p. 2) to accomplish its ends.

Legislative Background of Transition Services

As it was mentioned above one of the chief factors advancing passage services prevalence was acceptance of back uping federal statute law and handiness of province. federal. and local financers invested in their development. Since the 1970s the United States Congress has passed several legislative Acts of the Apostles that have straight affected the handiness and usage of passage services for the persons with disablements. Since the transition of Public Law 94-142. The Education for All Handicapped Children Act of 1975 (EHA) . particular instruction and related services have been made available through the public instruction system to the nation's kids and young person who have disablements (Levinson. 1998. p. 27) .

The Rehabilitation Act. which was foremost introduced in 1973 and so rewritten in 1986 (Public Law 99-506) . stipulates for proviso of passage services to persons with disablements to (1) have greater control over their lives ; (2) participate in place. school. and work environments ; (3) interact with equals who do non hold disablements ; and (4) otherwise do Acts of the Apostles taken for granted by persons without any known disablement (Repetto. 1995. p. 127) .

The EHA and its subsequent amendments (Persons with Disabilities Education Act (IDEA) . 1990. 1997) guaranteed the proviso of passage services every bit required to supply free and appropriate instruction for all kids with disablements (Benz. Lindstrom & A ; Yovanoff. 2000. p. 509) . An <https://assignbuster.com/transition-services-for-special-education-students/>

appropriate instruction is one in which kids with disablements get. to the maximal extent possible. the accomplishments. cognition. and behaviours that will finally assist them work successfully as grownups. After initial transition of the EHA. several major benefits were realized:

1. Formal mechanisms were established to place and convey kids with disablements into the public instruction procedure.
2. Parents and defenders were identified as indispensable members of the educational squad and were provided with legal rights related to their child's instruction.
3. All identified kids were provided with Individualized Education Programs (IEPs) developed by an educational squad that included the student's parents or defenders (Shapiro & A ; Rich. 1999. p. 131) .

The 1997 amendments to IDEA continued to stress the usage of passage services to enable the success of pupils with disablements in their educational and school-to-career plans. These legislative Acts of the Apostless have improved the entree to passage services by kids with disablements (Levinson. 1998. p. 29) . Furthermore. through the Tech Act (Public Law 100-407) . provinces have established resource centres and information systems for consumers of passage services. The ends of this statute law are to further interagency cooperation. develop flexible and effectual support schemes. and promote entree to passage services for persons with disablements throughout their life spans (Johnson et al. . 2002. p. 520) .

The Goal of Transition Services – Life-Span Assistance for the Student's Empowerment

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Such tenable statute law on passage services paved the manner for their broad spread execution all over the state. successful realisation and uninterrupted sweetening of the delivered services. From the definition of passage services it is clear they require “ an outcome-oriented attack that looks at future vocational arrangements. residential options. support beginnings. and community resources” (Nuehring & A ; Sitlington. 2003. p. 23) . A figure of surveies examined the practical ways of using this attack. In peculiar. Wehman & A ; Revell (1997) found the followers:

Passage for any pupil with a disablement involves several cardinal constituents. including: (1) an appropriate school plan ; (2) formalized programs affecting parents and the full array of community bureaus that are responsible for supplying services ; and (3) multiple. quality options for paid employment and meaningful post-school instruction and community life. (p. 67) .

All these constituents in combination are assigned to advance the smooth motion of immature kids with disablements from a preschool plan to a kindergarten category and into a school scene. and farther the motion of immature grownups from one class of the secondary school to the following and to post-school activities. Therefore. the particular demands kids may pass from 12 to 18 old ages acquiring the certain signifier of passage services (Spencer 2001. p. 893) which Donald Super in his theory of calling development called “ life-span and life-space transition” (Szymanski. 1994. p. 402) .

Many bookmans agree that early childhood influences are the important determiners of ulterior professional behaviour (Turner & A ; Szymanski. 1990. p. 20) . Reflecting this construct. IDEA 1997 while non necessitating the local instruction bureau to see passage activities and sites for pupils with disablements before the student's 14th birthday. does necessitate that services be provided earlier if the IEP squad feels such is appropriate (Daugherty. 2001. p. 45) . Therefore. households and pedagogues should see the child's abilities. involvements. and chances for community-based activities and kindergarten- or home-based particular instruction while the kid is in pre-school old ages and in simple school.

Making so should assist the kid to develop accomplishments and involvements for keeping that activity subsequently in life (Levinson. 1998. p. 10) . Research indicates that such early engagement of the kid with particular demands into passage plans improves and enhances self-concept. competency. and societal accomplishments of him/her (Szymanski. 1994. p. 403) . The really of import thing here is that professionals and households should acknowledge that households play an built-in function particularly in early year's passage planning (Scott & A ; Baldwin. 2005. p. 173) .

The bookmans suggested a figure of guidelines for such planning: passage should be viewed within a larger context of community inclusion and engagement ; passage should be family- and individual-directed ; households should be educated and empowered to get and help in the creative activity of appropriate inclusive services and supports ; passage should be embedded in simple and secondary course of study reform ; the procedure required to make the Individualized Transition Plan (ITP) should

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non deflect households ; to accomplish the most satisfactory consequence for their kids. households should supply basic support to one another (Levinson. 1998. p. 3) .

As to the direction the basic academic accomplishments in reading. authorship. and calculation is normally emphasized at the simple school degree. but some elements of them are being taught every bit early as during pre-school old ages (Repetto. 1995. p. 125) . When structuring direction. pedagogues sequence accomplishments decently. Each accomplishment is taught in sequence. and merely when command of one accomplishment is attained the following accomplishment should be introduced. This is peculiarly of import with accomplishments that are dependent upon each other (Levinson. 1998. p. 91) .

Indeed. it may be hard for some households to concentrate on post-school passage demands when their kid is merely in the kindergarten. If this is the instance. professionals should take attention non to overpower households with passage planning. Professionals should suitably explicate the importance of developing accomplishments and involvements in mental and physical activity while the kid is immature in order to maximise current and future engagement in assorted activities offered through the school and community. Such accounts. among other advantages. let to forestall secondary disablements. to assist the kid to socialise and acquire the necessary societal accomplishments every bit early as in childhood (Scott & A ; Baldwin. 2005. p. 174) .

Research proved that it is ne'er excessively early to get down be aftering for passage to family- and community-based passage plans. Good planning ever includes designation of the child's abilities and the child's and family's involvements and ends for instruction sing their cultural beliefs and values. Such passage program for the pre-school or simple pupil remains flexible. because the child's abilities may alter and/or the child's or family's involvements and resources may alter (Benz. Lindstrom & A ; Yovanoff. 2000. p. 512) .

General instruction and particular instruction instructors are in the best place to promote parents of pre-school and simple school kids to ease the passage planning. Studies show that kids who are participants of passage plans from the early old ages have a better opportunity of going socially active. intelligent. competent and healthy grownups (Carter & A ; Wehby 2003. p. 450) .

Traveling from the kindergarten and simple school to the secondary school implies the new challenges for the pupils of particular instruction. Scholars defined what secondary passage patterns are lending to the future kids keeping and success when they enter high school and farther get occupation. These are:

1. direct. individualized tutoring and support to finish prep assignments. attend category. and remain focused on school ;
2. engagement in vocational instruction categories during the last 2 old ages of high school. particularly classes that offer occupationally specific direction ;
3. engagement in paid work experience in the community during the

last 2 old ages of high school ; 4. competency in functional academic [...] and passage [...] skills ; 5. engagement in a passage planning procedure that promotes self-government ; 6. direct aid to understand and link with resources related to post-school ends [...] ; 7. graduation from high school. (Benz et al. . 2004. p. 39) .

Such comprehensive list of factors obviously testifies that due to recent standards-based secondary school reform the demands to academic public presentation raised well. Accepting this challenge particular instruction instructors have worked difficult to do certain that the particular needs pupils are involved in these general reform attempts (Benz. Lindstrom & A ; Yovanoff. 2000. p. 511) . They developed adoptive methods assisting to ease the procedure of acquisition. For case. when the pupil has trouble in larning needed accomplishments combined with incapacity to readily transportation or generalise larning to new environments or state of affairss. they provide instruction in the existent environments that the pupil will be utilizing. which allows for expressed instruction to the real-life demands of a peculiar environment and eliminates the demand for the pupil to reassign accomplishments (Spencer 2001. p. 884) .

At this all it is important that stressing of an environmental course of study on fixing the pupils of secondary school to functionate in chief life spheres (domestic. school. community. leisure. and vocational) . efficient passage patterns demand uninterrupted appraisal of the extent and quality of public presentation in each sphere (Turner & A ; Szymanski. 1990. p. 22) . Modern scientific discipline in the domain of particular instruction developed several methodological analysiss which allow accomplishing high academic public

presentation by the secondary school pupils with disablements. They include direct direction. meta-cognitive reading comprehension schemes. peer-mediated direction and intercessions. and societal accomplishments developing (Conderman & A ; Katsiyannis. 2002. p. 169) .

One of the of import issues in secondary school passage services is inclusion of the pupils with disablements in the general course of study. Federal statute law gives the clear authorization for educating all kids with disablements in the regular schoolroom to the maximal extent appropriate or possible (Daugherty. 2001. p. 48) . The inclusion of pupils who have disablements in typical educational activities and environments is believed to advance pupil public presentation. offer rich chances for larning. supply age-appropriate function mold. increase consciousness among all pupils of diverse acquisition manners and abilities. and supply chances for relationship edifice that is so of import particularly during adolescent development (Scott & A ; Baldwin. 2005. p. 175) .

Age-appropriate arrangement does non intend that pupils with disablements are merely placed in a typical category or at a community occupation site. Appropriate support services and resources that facilitate the student's full inclusion and maximal engagement in the environment must attach to these arrangements. Therefore. IDEA recognizes that a student's successful passage from school to adult life requires chances to larn and to pattern accomplishments in a assortment of relevant school and non-school acquisition environments.

These environments may include the schoolroom, school lunchroom, place, public theodolite coach, work site, community diversion installation, and a assortment of other relevant scenes (Daugherty, 2001, p. 49) . But here a danger exists that content direction could hinder the ends of inclusion instruction. As more particular needs pupils are included in general instruction course of study, they frequently need auxiliary aid from the particular instruction instructor to make category and place assignments, to reexamine the erudite stuff, and to fix for the test which sometimes is given by these instructors when their pupils pass the trials, for illustration.

The force per unit area on particular pedagogues to supply academic advancement of their wards could do more injury than good for them. Passing classs in school advancement record sometimes do non intend quality of the student's cognition and accomplishments (Conderman & A ; Katsiyannis, 2002, p. 170) . Although the general instruction course of study contains both academic (e. g. , math, scientific discipline) and nonacademic (e. g. , calling instruction, humanistic disciplines, citizenship) domains, pupil public presentation is assessed chiefly in faculty members.

As a consequence, it is non uncommon for parts of the general course of study every bit good as passage ends to have limited or no attending. There besides may ensue a narrowing of course of study and direction to concentrate on content assessed in province or local trials. This may restrict the scope of plan options for pupils due to escalate attempts to concentrate on countries of failing identified by proving.

Attempts must be undertaken to guarantee that pupils with disablements remain on a full “ curriculum” path. with learning outlooks that guide the direction of general instruction pupils. IEP squads must work to guarantee that high outlooks are maintained and pupils are afforded chances to develop accomplishments through a broad scope of course of study options. including vocational instruction. service larning. community work experience. and grownup life accomplishments (Repetto & A ; Correa. 1996. p. 553) .

The present challenge is to incorporate the IDEA demands refering entree to the general instruction course of study with the passage service commissariats. There is an pressing demand to see these demands as incorporate and complementary in assisting pupils to accomplish the broadest possible scope of school and post-school ends and consequences. Schemes for carry throughing this include advancing high outlooks for pupil accomplishment and acquisition. doing appropriate usage of appraisal and instructional adjustments. and guaranting that pupils have entree to the full scope of secondary instruction course of study and plans (Benz et al. . 2004. p. 41) .

Another of import issue. particularly refering the pupils with mild disablements. is handiness of uninterrupted direction of basic accomplishments within the course of study at the in-between school and high school degrees. Those accomplishments need to be taught within the context of real-life applications (Spencer 2001. p. 881) . That is. in simple school. pupils are taught to add. subtract etc. utilizing worksheets and other stuffs but are seldom given the chance to use those accomplishments to

equilibrating a chequebook or finding whether they have received the right alteration during a purchase.

Additionally, in simple school small chance is provided to use those accomplishments to vocationally or occupationally relevant activities.

Although to do a successful passage from high school to work, college, or community life, pupils need to possess basic academic accomplishments in reading, authorship, and calculation, at both the in-between school and high school degree pupils need to be provided with going chances to pattern those basic accomplishments in real-life state of affairs (Conderman & A ; Katsiyannis, 2002, p. 172) .

At the same clip after the pupils with disablements graduated from the school they are still eligible for the passage services. At this phase viz. the pupil is a individual who defines which countries are given accent. For case, the pupil with larning disablements be aftering to come in the college may non necessitate to be provided with extended vocational and occupational preparation in high school but may necessitate to concentrate on the development of academic accomplishments specific to admittance to and success in college, and life accomplishments specific to doing a successful accommodation from high school to college. In contrast, the pupil with terrible cognitive and physical disablements may necessitate to concentrate on vocational and occupational operation and basic life accomplishments necessary for independent life (Repetto, 1996, p. 553) .

Besides, several other factors have an consequence on the design of the vocational course of study. Local conditions frequently define the students'

programs for the hereafter such as urban or rural territory. the distinctive features of local economic system and labour market. the rate of employment. the personal traits of the pupil himself and the type of his/her disablement. and so handiness of passage services. The vocational course of study has to be designed in such a manner to fix the pupils with disablements for occupations in demand on local labour market. because as a regulation such pupils do not go forth their communities seeking to happen occupation (Levinson. 1998. p. 88) .

When we consider post-secondary passage services for the college-bound pupils it is of import to pay attending to the differences between high school and college demands. such as clip spent in category. category size. clip for survey. proving attacks. rating methods. learning schemes. and freedom and independency. They all pose extra challenges for pupils with disablements who are doing the passage from high school to college. Discoursing those differences and measuring pupil patterns are of import for students' endurance and version. When measuring post-secondary options. the pupils need to measure the sum and type of learning disablements support services they require to be successful (Shapiro & A ; Rich. 1999. p. 171) .

Helping the pupils with particular demands to get by with the new challenges most post-secondary educational scenes have plans for such persons that provide the necessary support for them. These establishments frequently have an Office for Students with Disabilities that employs counsellors and coaches and that provides a broad array of services for all pupils with disablements. For case. structural adjustments such as inclines and lifts exist to suit pupils with physical disablements.

Large-print and Braille text editions exist for pupils with ocular damages. Students with hearing damages can be provided with prepared talk notes (Levinson. 1998. p. 152) . In add-on, alterations in test-taking processs, tutoring, and academic and personal guidance are available for the particular needs pupils. Given the array of services available, post-secondary educational scenes are now an appropriate option for many pupils with disablements whose occupational aspirations require advanced formal instruction (Benz, Lindstrom & A ; Yovanoff. 2000. p. 513) .

Numerous methods are available to supply persons with the extra post-secondary preparation they need in order to get the accomplishments and certificates necessary for entry into their chosen businesss (Benz, Lindstrom & A ; Yovanoff. 2000. p. 510) . In add-on to the vocational preparation and work experience plans offered by most school territories, persons with disablements may derive extra preparation after high school via apprenticeship plans, the military, trade and proficient schools, community colleges and junior colleges, and four-year colleges and universities. All offer plans that may be suited post-secondary options for the pupils with disablements (Johnson et al. . 2002. p. 522) .

In general, the statute law includes the followers in its description of post-school activities: post-secondary instruction, vocational preparation, integrated employment (including supported employment) , go oning and big instruction, grownup services, independent life, and community engagement. Clearly, so, passage is meant to turn to non merely employment demands, but future demands within the broader focal point of life within the community (Repetto. 1995. p. 130) . In any instance, to the <https://assignbuster.com/transition-services-for-special-education-students/>

maximal extent possible. the persons with disablements should be placed in the least restrictive environment and in scenes that facilitate the standardization procedure. Delivering passage services from high school to work-force. passage forces should try to guarantee that a full scope of arrangement options exist for the persons with whom they work.

This frequently necessitates that passage forces market persons with disablements to employers. neighbours. or admittance forces and carry on public dealingss runs on behalf of their clients. Because many people have unrealistic and defective outlooks and perceptual experiences of persons with disablements. passage forces besides have to educate the populace about disablement issues and have to work hard to get the better of the public opposition that so frequently accompanies the arrangement of those persons in occupational. residential. and educational scenes (Johnson et al. . 2002. p. 520) .

Both bookmans and particular pedagogues recognize the importance of specific calling development accomplishments to a student's success in the work force. Learning how to seek for occupation gaps. compose a CV. set up and fix for an interview. understand the relationship between employer and employee. and be knowing as to the rights of workers are all of import countries to turn to. Additionally. successful passage plans address work moralss. work wonts. and motive issues as good.

For case. the pupils with disablements would greatly profit from readying sing employers' outlooks in footings of work wonts. For case. they should larn the importance of taking duty for naming in if they were unable to be at

work. Very frequently these major work wants and moralss are losing from the students' accomplishments. Besides. pupils with disablements are overly sheltered and are frequently non compelled to take duty for their ain actions while duty is important for acquiring and maintaining employment (Nuehring & A ; Sitlington. 2003. p. 28) .

Decision

In drumhead. the survey showed that the passage procedure is in fact a portion of the broader procedure of calling development. Furthermore. passage is about social authorization non merely of the persons with disablements. but of all of us. Our communities and our society will be enriched and empowered when all citizens. including those with disablements. are valued and seen as lending members. The challenge of passage professionals is to ease that authorization through appropriate passage services that empower persons and their households and through the actions as community accelerators who work in a respectful partnership with people with disablements.

The conducted survey clearly demonstrated the construct of transition-focused instruction represents a displacement from disability-focused. deficit-driven plans to an instruction and service-delivery attack based on abilities. options. and self-government. This attack incorporates quality-of-life issues. life span and life infinite considerations. and suggestions for seamless passage approaches together with the cardinal elements – outcome-oriented. community-based. student-centered. and family-centered passage services.

At the same clip the survey proved that there is no 1 suiting all passage be aftering scheme able to efficaciously fix pupils with disablements who all have alone demands for successful. carry throughing grownup functions. Merely through continued attending to set uping effectual passage services flexible plenty to run into single pupil demands. the society can build up pupils with information and chances on which they can construct their hereafters.

Therefore. the society has to flex every attempt to guarantee that pupils with disablements to the full entree and benefit from the general instruction course of study. and go forth our school systems prepared to successfully take part in post-secondary instruction. enter meaningful employment. unrecorded independently in communities. and prosecute womb-to-tomb acquisition chances.

Mentions

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