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A Secondary Transition Planning Tool to Enhance the Needs of Students with Disabilities Beyond High School: Case Study

KaMyka Glenn

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Lynn University

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APPROVAL OF DISSERTATION IN PRACTICE

A Secondary Transition Planning Tool to Enhance the Needs of Students with Disabilities Beyond High School: Case Study

By

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ABSTRACT

KAMYKA GLENN: A Secondary Transition Planning Tool to Enhance the Needs of Students with Disabilities Beyond High School: Case Study

Youth with disabilities such autism, emotional disorder, intellectual disabilities, and learning disabilities are less likely to exit high school with a diploma, more likely to drop out of school and be unemployed, and less likely to enroll in postsecondary education and to live independently (Department of Education, 2011; Labor of Statistics, 2016). "The percentage of students with disabilities who spend at least 80% of each school day in general education has increased from 34% in 1990 to 63.5% in 2017, their levels of academic achievement, rates of school exit, and post school outcomes still fall well below those of their non-disabled peers" (U.S Department of Education, 2020). In this instance, the playing field is not leveled to give students with disabilities have a fair and equal opportunity because many students with disabilities do not have the same opportunities to develop skills and prepare for a successful experience. Students with disabilities have struggles in the post-secondary environment for many reasons such as a lack of teacher training and inadequate time to implement transition services with fidelity (Martin, 2020). Another huge post-secondary struggle for students with disabilities is their lack of preparation and teacher support (Wagner, 2005). This action research study used the case study approach to develop a comprehensive online transition planning tool called the Glenn Transition Action Plan (GTAP) to assist with the development of an effective transition plan for transition writers to use during the transition planning process. The research results validated that the tool was user-friendly and assisted with the development and implementation of transition plans, and it provided cohesiveness and consistency to the transition process.

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DEDICATION

THANK GOD I MADE IT!!

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Chapter I: Introduction

Background

Youth with disabilities such autism, emotional disorders, intellectual disabilities, and learning disabilities are less likely to exit high school with a diploma. They are more likely to drop out of school and be unemployed, and they are less likely to enroll in postsecondary education and live independently (Department of Education, 2011; Labor of Statistics, 2016). Unfortunately, these challenges occur due to lack of resources, skills, opportunities, support, preparation, and even discrimination. “The percentage of students with disabilities who spend at least 80% of each school day in general education has increased from 34% in 1990 to 63.5% in 2017. Their levels of academic achievement, rates of school exit, and post school outcomes still fall well below those of their non-disabled peers” (U.S Department of Education, 2020). In this instance, the playing field is not leveled so that students with disabilities have a fair and equal opportunity because many of them do not have the same opportunities to develop the necessary skills and prepare for a successful experience. Although many students with disabilities will enroll in postsecondary educational institutions such as 2-year or 4-year colleges/universities, vocational or trade schools, or community colleges, most students with disabilities do not graduate, or they have unsuccessful postsecondary educational experiences. For students with disabilities, struggles arise in the postsecondary environment for many reasons such as a lack of teacher training and inadequate time to implement transition services with fidelity (Martin, 2020). Another huge postsecondary struggle for students with disabilities is the lack of preparation by their teachers and inadequate teacher support (Wagner, 2005). Their median earning as a group of year round, full-time workers with disabilities is 87 cents for every dollar earned by students without disabilities (Cheeseman Day & Taylor, 2019).

It is obvious that the characteristics of a disability will affect students’ achievement and engagement in a post–secondary setting; however, Fisks’s study on the transition planning practices along with postsecondary practices of IDEAIA (2004) and best practices for postsecondary outcomes

showed that the development of skills such as self-advocacy, self-determination, and compensatory skills also shape their experiences (Fisk, 2018). Another vital component of secondary transition is developing an effective transition plan to address the needs of the students and their transition from secondary to postsecondary education. Secondary transition is a law that mandates school systems to help students with disabilities to plan their life after high school. For example, if a student would like to become a chef, then, the school would create a transition plan that outlines his or her academic and employment goals. The school would help the student plan transition activities such as job shadowing, college visits and career fairs, and vocational school programs. Then, the school would help the student become familiar with what it takes to enter that field. Similarly, if a student requires more severe services, then, within that transition plan, the school will help the student create an independent living goal. The independent living goal will help the student learn functional skills such as gaining job readiness skills with support, taking public transportation, and mastering basic math and skills. Regardless of the degree of their disabilities, all students' transition plans are required to help them be as successful and as independent as possible after high school. Therefore, there are policies such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 that mandate equal access to postsecondary institutions for those with disabilities. Equal access means not letting students' disabilities hinder them from receiving education and/or meeting their needs educationally. For example, if students require extra time on an assignment or exam, they should receive that accommodation. If they require assistance with note taking, that service should be provided as well. Moreover, policies that are specific to transition planning are in place to support students in achieving postsecondary education and other post high school options, which will aid in bridging the gap from school age to adulthood (Taylor, 2019). These supports look like developing executive functioning skills, building strong study habits and daily living skills, educating students how to advocate for their needs, and learning self-disclosure and disability laws that pertain to their education.

Section 504 is a part of the Rehabilitation Act of 1973 that Congress passed to protect and provide full participation in education and the workplace for individuals with disabilities. The GreatSchools Staff states, “Almost 9% of the nation’s students aged 6-21 receive special education services, with a little more than half of them identified as ‘specific learning disability” (2015). Although there are no legal requirements for what should be included in the 504 plan or how to implement it however, the 504 team should communicate with the parent about what the instrument will be that will be used to evaluate the child and/or what significant changes will be made to his or her educational plan (GreatSchools Staff, 2015). The Americans with Disabilities Act (ADA) “Prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, communications and access to state and local government’ programs and services” (U.S. Department of Education, 2020). Colleges and universities are governed by Title II of ADA which requires them to provide students with disabilities the appropriate academic supports, services, and supplementary aids necessary to afford those students an equal opportunity to participate in the college’s program. Some examples of academic support and supplementary aids include but are not limited to extra time on exams, interpreters, notetakers, readers, and assistive technology.

Two of the gaps within secondary transition planning are that there are so many resources that it is hard to navigate them effectively, and some families may not have access to appropriate transition planning services. In addition, it is difficult for schools to create a plan of action for the student that is easy to implement with fidelity and not just serve as a check for compliance.

Bridging the gap for postsecondary outcomes is only successful when schools use vital predictors such as parental involvement and expectations, self-awareness and determination skills, vocational education experience, and effective interagency collaboration and transition programs collaboratively, and those predictors are developed effectively (Kester et al., 2019). It is important to note that the students have the support of their parents, and they know what they should expect during

the transition process while developing vital skills such as self-awareness. Schools should take the students' interests into consideration when they are creating their plans. Having the opportunity to explore vocational opportunities is the best way for the students to gain confidence, awareness, and skills to be successful in that environment. Lastly, it is key to make the community agency connections early on, so their family can start the process early and become aware of all the services the programs have available.

In the future, it would be beneficial to incorporate these predictors into effective transition planning from school through adult life. Three of the roles of the secondary school are to help students become more self-aware, increase interagency support for them, and build a strong support system to aid in their individual and academic growth. Moreover, schools are mandated to provide students with opportunities to take an active part in a transition program that creates plans that are student-centered for their postsecondary success (IDEA, 2004). Providing students opportunities to take an active role in their planning means that students will attend their IEP meetings, complete various assessments and interviews, identify their interests and preferences, and help the transition specialists create their transition plan. This plan should encompass all the vital parties (general educator, special educator, related service providers, student, parents, and community agency representatives) to address the student’s academic progress, graduation requirements, transition plan, skills to be developed, areas of growth and development, desired career, and alternative routes to obtain their postsecondary goals (Richards, 2019).

In summary, understanding transition laws, developing essential skills, and having an effective transition planning process can promote the success of youth in their transition to postsecondary education and training opportunities.

Significance of the Study

The purpose of this case study research will be to develop the Glenn Transition Action Plan (GTAP), a comprehensive transition planning resource. This resource may address gaps such as having a central location for resources and creating a plan that is implemented with fidelity by using an online comprehensive tool for transition planning for students with disabilities ages 14 to 21 across the United States. At this stage in research, there is a need for a comprehensive online transition planning tool that is readily available to students and families who may not have access to appropriate transition planning services. The gaps that this tool may address include having resources in one central location and creating an action plan for a student that is easy to implement with fidelity for both the professional and the student. The Glenn Transition Action Plan (GTAP) will consist of interview questions and assessments to gain valuable information from the students to develop postsecondary goals for their career, education, and independent living in addition to creating other personal and life goals that can provide them with action steps, a support system, and resources to achieve those goals. The GTAP will be shareable to others and will have a follow up system to monitor student progress as they matriculate each year.

Rationale for the Study

This study uses a social constructivist approach (Creswell, 2018). Constructivism is a theory of learning rooted and grounded in both philosophy and psychology with the core being based on the fact that, “Learners actively construct their knowledge and meaning from their experiences” (Doolittle & Camp, 1999). Some of the theorists include Dewey (1938), Hegel (1807,1949), Kant (1781,1946), and Vico (1725,1968).

There are four tenets that are essential to constructivism. Von Glasersfeld (1984,1998) composed three of the tenets, and the last tenet was added later as research expanded. Doolittle and Camp (1999) listed the four tenets as: (1) Knowledge is the result of active cognizing by the individual; (2) Cognition is an adaptive process that functions to make an individual’s behavior more viable in a

specific environment; (3) Cognition organizes and makes sense of an individual's experience and is not a process to render accurate representation of reality; and (4) Knowledge has roots in biological and neurological construction and in social, cultural, and language based interactions (Dewey, 1916, 1980; Garrison, 1997; Larochelle et al., 1998; Gergen, 1995; Maturana & Varela, 1992). An example of tenet one would be learning in a hands-on environment or with real world experience. An example of the second tenet would be learning and practicing skills such as reading, math, and job readiness. An example of the third tenet would be an illustration that helps students learn to problem solve as they begin to process and analyze what they've learned. Lastly, an example of tenet four would be learning as they interact with others in various environments, their upbringing, their surroundings, their culture, and more.

Doolittle and Camp (1999) expanded upon the idea that the constructivist theory acknowledges the learners' active role in their learning process. This study focuses more on the social constructivist approach as it highlights all four tenets in the belief that knowledge is a result of social interaction and language usage that is shared. Social constructivism focuses on the meaning of learning versus its structure (Doolittle & Camp, 1999). Thus, a meaningful experience is essential to the development and implementation of a transition plan versus simply creating a plan to fulfill a compliant requirement. Constructivist pedagogy bridges the gap between theory and practice. There are eight essential factors; however, this study will focus only on three factors: (1) Learning should take place in an authentic and real-world environment; (2) Content and skills should be made relevant to the learner; and (3) Students should be encouraged to become self-regulatory, self-mediated, and self-aware (Doolittle & Camp, 1999).

Each of the three factors of constructivist pedagogy listed above are essential to the process of transition planning. First, learning should take place in an authentic and real-world environment that provides activities that build knowledge in an authentic experience, so the learner can create mental

structures in a meaningful situation. Secondly, content and skills should be made relevant to the learners' lives such as their current situation, understanding, and goals. Ultimately, the content and skills should create an "experience with relevant tasks that will provide the individual with the mental processes, social information, and personal experiences necessary for enhanced functioning with one's practical environment" (Doolittle & Camp, 1999, p.15). Thirdly, students should be encouraged to become self-regulatory, self-mediated, and self-aware, which involves self-organization, monitoring of their own learning, distinguishing between new meanings and existing knowledge, and forming an awareness of their current knowledge structure. Subsequently, students think about what they know, what their capabilities and skills are, what they should do, when they should do things, and how they should monitor and evaluate their learning (Brown & Palincsar, 1987).

The social constructivist theory is the foundation on which transition beliefs were developed; however, there are specific frameworks such as Will (1984) School to Work Model, Halpern (1985) Model of Transition, Kohler (1996) Taxonomy of Transition, Bronnefenbrenner (1998) Ecological Theory Model that were vital to the development of transition laws, procedures, and processes.

Secondary transition plans were created so students with disabilities in all 13 disability categories would become more independent (Miller, 2013). For example, students with disabilities such as Specific Learning Disability, Other Health Impairments, Emotional Disturbance would benefit from GTAP because it would provide action steps that would help with their buy-in and ownership of the plan. As an educator, it is beneficial to be familiar with the successful transition models that have set the foundation for students with disabilities such as the Will (1984) School to Work Model, Halpern (1985) Model of Transition, Kohler (1996) Taxonomy of Transition, Bronnefenbrenner (1998) Ecological Theory Model. According to researcher Vickie Miller, these models helped to build the foundation of transition planning and defined what it is such as focusing on work, outcomes, and providing quality of life. Both Kohler and Halpern's models provided the base framework used today that encompasses the transition

process (Miller, 2013). Miller's framework embodied five levels: student development (i.e., life skills and employment instruction, assessment), family involvement (i.e., family training and empowerment), program structure and attributes (i.e., program planning and evaluation), interagency collaboration (i.e. collaborative service and delivery), and student-focused planning (development of IEP, student participation, and planning strategies). Kohler (1996) focused more on the transition process while Halpern (1985) focused more on the student's outcomes and later expanded on Will's (1984) original definition of transition as an outcome leading to employment. Will's model built the foundation that there are activities such as school to work that can be completed during high school that allows students to access the community through social engagement that can lead to productive employment and daily living skills. Madeline Will's (1984) model defined transition and focused on a school-to-work component for students with disabilities, ages 16 to 21. The sole focus was preparation for the work world after graduation. Will's originally defined transition as "an outcome leading to employment via a broad array of services and experiences" (Miller, 2013, p. 9). This definition relates to this study because if students have well-written transition plans, it should lead them to successful experiences with employment and/or educational opportunities. Having a well- written transition plan can help better prepare students for postsecondary life because it should have plenty of opportunities for students to explore careers and educational programs and job readiness activities and skill development opportunities, and it should connect them with community agencies that provide lifelong services after high school.

Bronfenbrenner's (1998) model is another transition model that has influenced the world of transition. His model focused on the whole child and the transition planning process by addressing the social, emotional, cognitive, and physical needs of the students as they prepare for life after high school. His model is the framework that provided the guide of operation to develop transition plans and services.

Purpose of the Study

The purpose of this case study research will be to develop and evaluate the Glenn Transition Action Plan (GTAP), a comprehensive transition planning resource developed to address the gaps of creating an action plan for students that is easy to implement with fidelity and is not designed only for compliance. It creates a central location for transition resources for transition planning professionals of the individualized educational program (IEP) of students with disabilities ages 14 to 21 across the United States. At this stage in research, there is a need for a comprehensive online transition planning tool that is readily available to students and families who may not have access to appropriate transition planning services.

Research Questions

The research questions used to guide this study are:

1. What elements contribute to the success of a transition plan?
    a. The research study hypothesizes that direct access to resources will contribute to the success of transition planning.
2. How does the Glenn Transition Action Plan (GTAP) assist educators in working with students with disabilities in the transition process?
    a. The research study hypothesizes that the Glenn Transition Action Plan (GTAP) will help educators write effective transition plans for students with disabilities.
3. In what ways does the Glenn Transition Action Plan (GTAP) assist students with implementation, ownership, and self–determination skills?
    a. The research study hypothesizes that students who use the Glenn Transition Action Plan (GTAP) are more likely to succeed in the implementation of their plans.
    b. The research study hypothesizes that students who use the Glenn Transition Action Plan (GTAP) are more likely to succeed in the ownership of their plans.

c. The research study hypothesizes that students who use the Glenn Transition Action Plan (GTAP) are more likely to succeed in developing self- determination skills while reaching their goals.

Limitations

Some limitations for this study are that some of the participants in the sample may know the researcher, and they might answer how they think the researcher would want them to answer. Other participants might agree to take the survey or participate in the survey and/or focus group, but they may end up not participating in the study. Another limitation will be the number of participants who participate in the survey and/or focus group versus the number of participants the researcher needs to participate in the survey and/or focus group.

Definitions of Terms

For this study, the following operational definitions were used.

Table 1

Operational Definitions

Term	**Definition**	**Source**
Effectiveness	Producing the desired anticipation equaling success	Miller, 2013
Employment	A special education graduate has obtained competitive employment at a permanent place of employment on his or her own or with the help of a job coach.	Miller, 2013
Family engagement/ Parental involvement	Kohler and colleagues (2016) defined **family engagement** as transition practices associated with family involvement, family empowerment, and family preparation. Refer to the *Taxonomy for Transition Programming 2.0* (2016) for evidenced based family engagement practices. Rowe and colleagues (2015) found that **parental involvement** meant, "Parents/families/guardians are active and knowledge participants in all aspects of transition planning" (p. 122).	Kohler et al., 2016; Rowe et al., 2015, p. 122

Independent Living Skills	A special education graduate is living away from home independently of parents or guardians with a roommate or alone in an apartment, house, rented room, college dormitory, or group home.	Miller, 2013
Indicator 13	The secondary indicator in the IDEA (1990) that involves the input process of the transition plan designed to prepare students for postsecondary outcomes.	Miller, 2013
Indicator 14	The postsecondary indicator in the IDEA (1990) that involves the output process of student outcomes after they complete high school.	Miller, 2013
Individual Education Plan (IEP)	A plan that addresses the needs of the students and outlines the goals and objectives of special education services to be provided to the students in the form of measurable goals.	Miller, 2013
Individuals with Disabilities Education Act (IDEA) (2004)	According to the U.S. Department of Education, "The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities."	Lehman, 2011
Interagency collaboration	Kohler and colleagues (2016) defined interagency collaborations as transition practices associated with a collaborative framework and collaborative service delivery. Refer to the *Taxonomy for Transition Programming 2.0* (2016) for evidenced based interagency collaboration practices. Rowe and colleagues (2015) defined interagency collaboration as, "A clear, purposeful, and carefully designed process that promotes cross-agency, cross- program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth" p. 122.	Kohler & Field, 2003, p. 178; Rowe et al., 2015, p. 122
Postsecondary Education	A special education graduate currently is enrolled in a community college, technical school, or 4-year college/university and is completing such programs or has graduated from a community college, technical school, or 4-year college/university with a certificate, diploma, or degree.	Miller, 2013
Postsecondary Success	A special education graduate either is successfully employed, lives independently, is enrolled in a certificate, diploma, or degree program, and/or is a graduate of such a program and is dependent or independent of his or her transition plan.	Miller, 2013

Quality of Life	Halpern defined postsecondary transition outcomes that special education students should experience to include a sense of personal fulfillment, physical and material well-being, and performance of a variety of adult roles in order to lead a successful life.	Miller, 2013
Secondary transition programming	Kohler and Field (2003) defined secondary transition programming as, "A comprehensive, conceptual organization of practices through which transition-focused education and services are developed and delivered" (p. 176). Rowe and colleagues (2015) found that, "A transition program prepares students to move from secondary settings (e.g. middle school/high school) to adult life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living" (p. 123).	Kohler & Field, 2003, p. 176; Rowe et al., 2015, p. 123
Student focused planning	Kohler and colleagues (2016) defined student-focused planning as transition practices associated with IEP development, planning strategies, and student participation. Refer to the *Taxonomy for Transition Programming 2.0* (2016) for evidenced-based, student-focused planning practices.	Kohler et al., 2016
Transition	"Movement, passage, or change from one position, state, stage, subject, concept, etc., to another; change: the transition from adolescence to adulthood."	Miller, 2013; Dragoo, 2006, p.2).
Transition Plan	A plan created to define students' postsecondary goals by addressing their strengths, needs, and interests in order to develop an appropriate curricular plan and community-based instruction necessary to meet their outlined postsecondary goals.	Miller, 2013
Transition Activities	A special education student engages in work and community experiences that prepare him or her to transition from secondary life to postsecondary life.	Miller, 2013
Transition Services	IDEA (2004) defines transition services as "A coordinated set of activities for a child with a disability that— 1. (A) is designed to be within a results- oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;	IDEIA, 2004

	2. (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and 3. (C) includes instruction, related services, 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."	
Transition Planning Process	The goals and objectives of the student's needs are addressed and implemented to assist the student in successfully attaining desired postsecondary outcomes.	Kellums & Morningstar, 2010

Summary

The purpose of this study is to address a need of writing an effective transition plan that is easy for staff and students later to implement with fidelity. Many of the challenges that students with disabilities face are connected to their lack of preparation for postsecondary success because of poor secondary transition planning (Miller, 2013). In summary, this study is using the case study approach to develop and assess a comprehensive online transition planning tool called the Glenn Transition Action Plan (GTAP) to assist with the development of an effective transition plan for writers to use during the transition planning process.

Organization of the Dissertation

The use of case study research will assist the researcher with the examination and development of a comprehensive transition planning resource to be used to address the gaps within transition planning efforts to create effective transition plans for students. This chapter introduced the researcher's study by explaining the purpose and significance and outlined the research questions. This

chapter concludes with operational definitions of terms used in the study. Chapter II consists of the Literature Review, which covers background information on secondary transition, the law of transition, and the roles of effective transition planning, and it further explores the conceptual framework by reviewing literature related to this study. Chapter III is the methodology section, which will highlight how the research will be conducted. Chapter IV will outline the study and responses from participants, and Chapter V will discuss the results and findings of the research study. Additionally, Chapter VI will conclude with a discussion of the themes from the study, recommendations, and future research.

Chapter II: Literature Review

Introduction

Youth with disabilities such as learning disabilities, autism, and emotional disorders tend to face many challenges such as not being able to enter a post-secondary education program and being unemployed during their postsecondary educational and vocational journey because they lack experience, vital skills, and an action plan to help with their transition into postsecondary life. In 2012, the Bureau of Labor Statistics reported, "Only 17.8% of individuals with a disability were employed, compared to 63.9% for those without a disability," because many of them lacked the skills necessary and/or felt unprepared to gain employment. Although many students with disabilities will enroll in postsecondary educational institutions such as 2-year or 4-year colleges/universities, vocational or trade schools, or community colleges, most of them do not graduate or have unsuccessful postsecondary educational experiences. There are many barriers that cause those with disabilities to struggle in a postsecondary environment, but one that stands out the most is their lack of preparation and inadequate teacher support (Wagner, 2005).

It is obvious that the characteristics of a disability will affect students' achievement and engagement in a post–secondary setting; however, it's been proven that the development of skills such as functioning, communication, general health, self-care, and self-determination also shape their experiences (Wagner, 2005). Some schools have designated programs or classes that assist in the development of general health and self–care skills as well as increase skills like communication, social interaction, and self- determination skills through explicit teaching exercises. Another vital component of a successful secondary transition is the development of an effective transition plan to address the needs of the students and their transition from secondary to postsecondary education. Currently, the transition plan is broken into three sections: transition, transition activities, and agency linkage. On the transition page, a summary of the student interview includes student interests, preferences, assessment

results, and their desired career. It also has the academic, employment, and independent living goals, which are derived from the student's interest. The transition activity section includes tasks for the student to achieve, which ultimately leads to the student obtaining his or her overall career and academic goals. Lastly, the agency page is where the specialist documents if the student has been referred to an agency and where the student is in the process. There are policies such as Individuals with Disabilities Education Act (IDEA) for transition planning that are in place to support students in achieving their postsecondary education and other post high school options, which will aid in bridging the gap from their school age to adulthood (Newman, 2003). These policies are beneficial because they make schools accountable for teaching and developing certain skill sets for students with disabilities in addition to monitoring the students' progress.

With better preparation such as creating a plan for post-secondary life, developing skills such as self-advocacy and job readiness, and establishing effective transition processes such as family involvement and connection to community agencies, students with disabilities will have a greater foundation that will create better opportunities for their success.

Background

The purpose of this research study is to provide a review about successful factors that influence the creation of a quality transition plan and portfolio in addition to evaluating the GTAP. The first section provides background knowledge regarding evidence-based predictors and practices to support this topic. Secondly, the research study explores laws impacting and defining transition. Thirdly, it discusses the conceptual theories and frameworks that built the foundation of transition. Fourth, the study examines the role of effective transition planning. Lastly, this chapter highlights tools and resources that aid in writing effective transition plans.

To affect the post-school outcomes of students with disabilities, the National Secondary Transition Technical Assistance Center (NSTTAC), was charged by the Office of Special Education

Program to analyze research findings that identify and validate evidence-based practices for the field of secondary transition. To accomplish this task, NSTTAC reviewed literature that was conducted in two parts: 1) evidence-based practices based on quality experimental studies and 2) evidence-based predictors (2013). Though the evidence-based practices were intended to coach students specifically in transition-related skills, the experiment did not assess the effect these skills had on post school outcomes. Consequently, the second part of the review was enlarged to include thorough correlational research in secondary transition that identified evidence-based predictors that related to improved post-school outcomes in education, employment, and/or independent living (National Secondary Transition Technical Assistance Center, 2013).

NSTTAC identified through an analysis of research the predictors of positive post-school outcomes of youth with disabilities in the areas of employment, postsecondary education and training, and employment. Although there are many factors that may contribute to the success of a positive post-school experience, studies show that predictors vital to having successful postsecondary outcomes include: parental involvement and expectations, self-awareness and determination skills, vocational education experience, effective interagency collaboration, and transition programs (Morningstar et al., 2010). These predictors cultivate a support system between family and community agencies, develop the necessary skills for students to advocate for their needs and make decisions, and provide them with support and training in a vocational setting.

Effective collaboration and planning are important to the success of postsecondary outcomes. Students who make connections with community agencies such as the Division of Rehabilitation Services (DORS) and Autism Waiver receive additional assistance such as job readiness skills while in high school. Community-based agencies are more likely to have success because of the collaboration with students and families (Repetto, 2002).

School leaders should incorporate these evidence-based practices and predictors in effective transition planning from school through adult life. It should be a goal for students to become more self-aware by teaching the skills such as choice making, goal setting, problem-solving, and self-management explicitly in addition to providing them with opportunities to practice these skills repeatedly as students are provided with support and accommodations as needed. Schools should increase interagency support by referring the students to agencies early in their high school years, so they can become familiar with the agency and start the process early as well as build a strong support system to aid in their individual and educational growth. Moreover, students need to be involved in a transition program that will assist them in creating a plan that is student-centered for their postsecondary success. In this plan, the student, educational professionals, and families can address skills that need to be developed, necessary student supports, vocational focused school courses or programs, and multiple pathways to obtain their postsecondary goals (Repetto, 2002).

In summary, understanding students' rights such as the services they are eligible to receive and the people who can speak for them in a postsecondary educational setting, developing vital skills and having an effective transition planning process can promote the success of youth in the transition to postsecondary education and training opportunities. To further explore the factors influencing students' participation and success in postsecondary education and training, it is important to understand the relevant legislation.

Transition Law

Educational laws regarding those with disabilities have changed tremendously over the years, which have improved the treatment, process, education, and opportunities of those with disabilities. The 1990 reauthorization of the Individuals with Disabilities Education Act (IDEA) guarantees an increase in student involvement in transition planning to promote self-determination by mandating students to participate in their Individualized Educational Plans (IEP) meetings and the development of their

transition plans. According to IDEA, transition planning for students with IEPs should begin at age 14. Beginning transition planning at the age of 14 provides a significant amount of time to implement and develop the necessary skills and awareness that a student needs to prepare for life after school. IDEA (1990) defined transition as:

> 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. The coordinated set of activities shall take into account the student's preferences and interest, and 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. (p.118)

Moreover, the 2004 reauthorization added the consideration of students' strengths that focused on preference, interests, and needs when developing a transition plan (Morningstar et al., 2010). For example, if a student desires to become a doctor, the academic and employment goals will be developed, and the transition activities will be created to ensure that they learn more and reach that goal. Student preferences and interests are emphasized in both IDEA and Americans with Disabilities Act (ADA), and many believe that it is beneficial to introduce the transition process and awareness at the age of 12 (Janiga & Costenbader, 2002). For instance, if a student discloses that he or she wants to attend a specific college, desires to pursue a certain career after graduation, and wants to live in a certain area, those interests should be stated within the transition plan because it demonstrates that the student participated in the development of the plan, and it helps the student take ownership of his or her plan and future.

The ADA and Section 504 of the Rehabilitation Act of 1973 are other laws that impact the world of transition, and it is important that students become aware of the difference between secondary and

postsecondary disability laws. On the secondary level, it is the institution's responsibility to find students in need of special education services; however, in a postsecondary setting, it is the student's responsibility to seek help and services. To help students with disabilities transition from secondary to higher education, Eckes and Ochoa (2003) recommended that students understand the laws provided for them. They suggest that students need to be aware that there will be fewer educational services accessible to them in higher education. Often, this gap is not addressed adequately in transition planning. This information is provided by the state, transition specialists, and various services providers, so they can make contact during their journey.

Conceptual Frameworks

The conceptual and theoretical frameworks are examined as they relate to the basic foundational structure and development of transition and its process.

Secondary transition plans were created so students with disabilities would become more independent (Miller, 2013). As an educator, it is beneficial to be familiar with the successful transition models that blazed the trails and set the foundation for students with disabilities such as the Will (1984) model, the Halpern (1985) model, the Bronfenbrenner (1998) model, and the Kohler (1996) model. These models helped to build the foundation of transition planning and defined what it is. Madeline Will's (1984) model defined transition as an outcome leading to employment by incorporating various hands-on experiences. Will's model focused on a school-to-work component for students with disabilities, ages 16 and up, in which the sole focus was preparation for the work world after graduation. Madeline Will stressed the importance of ongoing services and support for students with disabilities as they transitioned to the workplace after high school even though some of the service may cease because they may not be necessary during that transition.

Halpern's model provided the base framework used today that focused more on student outcomes, and the ways in which transition services impacted successful transition outcomes (2013).

Halpern's (1985) model expanded on Will's definition of transition planning and was more of an outcome-oriented process leading to employment (Halpern, 1993). Additionally, Halpern added various factors such as residential, interpersonal, and social outcomes that contribute to postsecondary success and ultimately were a part of the individual's transition plan (Halpern et al., 1997). These factors contribute to post-secondary success because the overarching goal of a transition plan is for the student to become as independent as possible This model centers upon the notion that while in high school students need specific services such as vocational and daily living training that develop social and interpersonal skills such as communication and appropriate behavior in various settings. These services are vital for students to be productive in employment and independent living skills. In 1989, Halpern added self-esteem to the federal definition of transition because he felt decision-making and empowering students were important aspects of the transition process (Whetstone & Browning, 2002). In Halpern's later model, he coined the phrase "quality of life" because his model included a perspective on transition services that focused on transitioning independently to adult life (Halpern et al., 1997). He developed and measured post-school outcomes through three domains: "(1) physical and material well-being, (2) performance of a variety of adult roles, and (3) a sense of fulfillment" (Curtis et al., 2009). The content areas of quality of life that Halpern identified were (1) physical and mental health, (2) food, clothing, lodging, and (3) financial security under the physical and material well-being domain. There are five content areas that fall under the performance of adult roles: (1) mobility and community access, which deals with how a student uses public transportation to travel around the community; (2) leisure and recreation deals with interacting with others in a leisure sense and having hobbies and activities to stay active, (3) career and employment, which develop financial stability and job skills, (4) relationships and social networks, which implicitly impact the communication and social interactions amongst family and community, and (5) education attainment including training or the pursuit of an educational degree (Halpern, 1997). According to Miller (2013), studies showed that when students had a high quality of

life, they were more successful in achieving goals, securing employment, and following their educational pursuits.

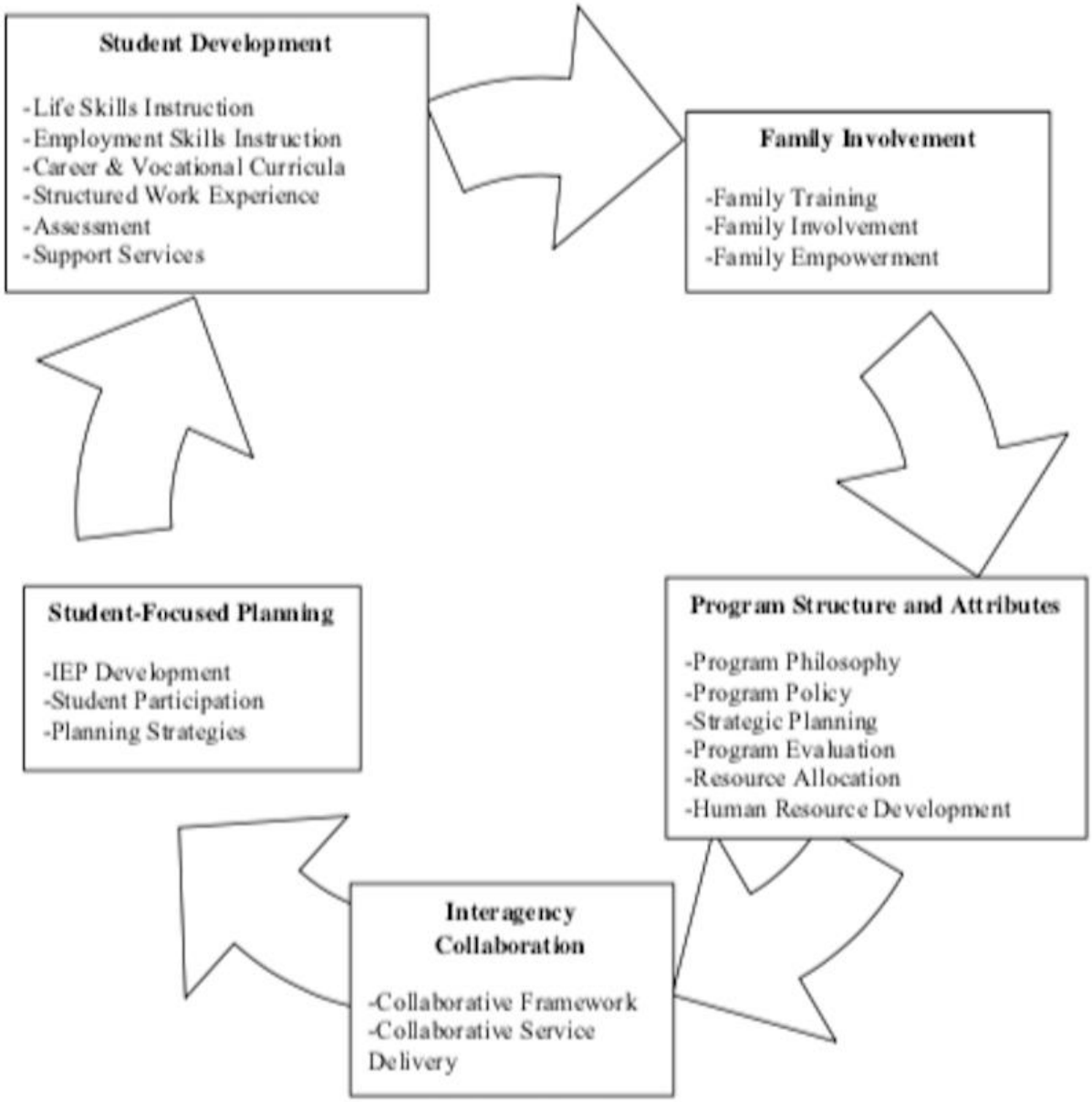
Bronfenbrenner's (1998) model is another transition model that has influenced the world of transition. His model is the framework that provided the guide of operation to develop transition plans and services. This transition theory is:

> Guided by the ecological model of development in that it indicates that the development of children is directly influenced by the various settings that they are exposed to as well as the amount of time that they are exposed to the settings. Bronfenbrenner focused on the whole child approach and the interconnectedness of a child's environment and experiences on their overall life. Like the Bronfenbrenner theory, the transition planning process is designed to focus on the whole child approach in addressing the social, emotional, cognitive, and physical needs of the students as they prepare for postsecondary challenges. (p.12)

Lastly, Kohler's Taxonomy of Transition Services (1996) model, which is presented below as Figure 1 is the focus of this researcher's study. Kohler focused more on the transition process and went into detail about transition services (2013). This model's basis is that the transition process includes all adult roles including responsibilities, activities, and settings that one would encounter in an adult world. Kohler lists five major aspects of this taxonomy as, "(1) student development, (2) family involvement, (3) program structure and attributes, (4) interagency collaboration, and (5) student focused planning, which are broken into subcategories of transition activities and transition practice descriptors (Kellums & Morningstar, 2010).

Figure 1

Kohler's (1996) Taxonomy of Transition Services

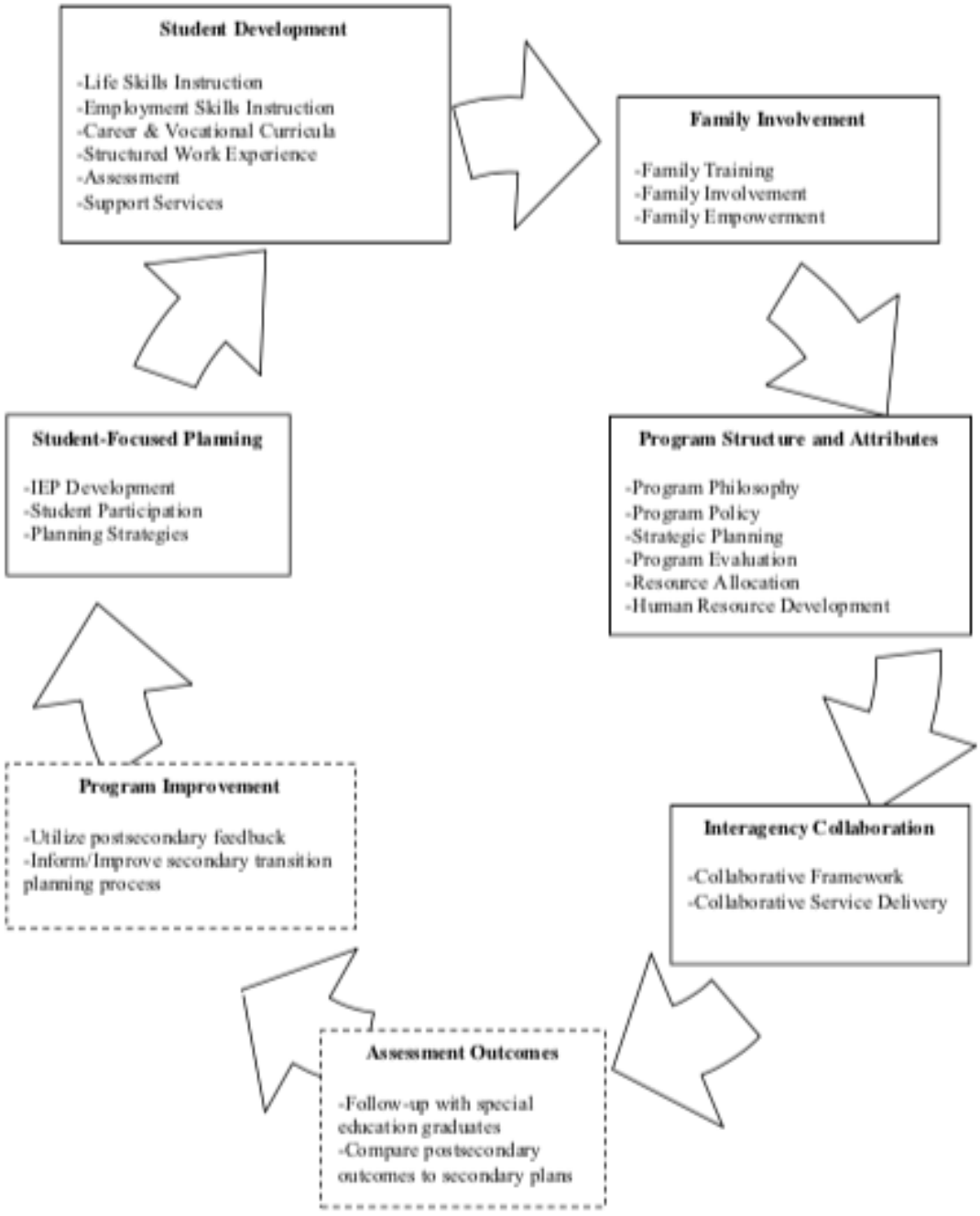


Kohler's model best fits the purpose of this study in addition to the adaptation to his model that was created by Dr. Vickie Miller in 2013 that is pictured below as Figure 2. The adaptation of this model includes the assertion of the assessment of outcomes and program improvements because it best

integrates the transition models of Will (1984), Halpern (1985), and Bronfenbrenner (1998). Miller incorporated her adaptations using broken lines to represent the modification developed to the Kohler's model. By adjusting Kohler's original model, researchers and educators can visualize where follow-ups, comparisons, feedback, and improving postsecondary transition planning through program improvement falls within the transition process.

Figure 2

Miller's Model (2013) Research Conceptual Framework



Role of Effective Transition Planning

The role of effective transition planning is examined as it relates to preparing youth for the successful transition from high school to postsecondary education and training.

With transition becoming a larger part of the mandates in IDEA, it is vital that students' needs are being met on a postsecondary and secondary level for them to have a successful transition. To have an effective transition plan, the needs of the student must be known, understood, and incorporated within the student's plan. It is also very beneficial that the plan be person-centered with family involvement and interagency collaboration and awareness. Another vital step to creating an effective transition plan is to help students understand their disability and get comfortable with self-disclosure. For students to become comfortable with making self-disclosures and understanding their disability, they first must acknowledge that they must learn what their disability is and identify its strengths and weaknesses. Then, they must identify how they want to share the information and practice it, so it becomes second nature. Another key to postsecondary success is having a good transition program along with a student-centered plan (Bullis, 1995).

Skinner and Lindstrom (2003) provided some helpful strategies for a successful transition to postsecondary education. Their strategies included thinking about what students needed before graduation, helping them learn how to make good decisions, and teaching them to be proactive early in their first year out of high school. To prepare before graduation, Skinner and Lindstrom (2003) suggested that students should familiarize themselves with the law, be knowledgeable of their disability, and develop self-advocacy, determination, awareness, and management skills. Using curriculum, hands-on experiences, and various teacher-led exercises, students should be able to develop and/or enhance these skills while they are in the classroom. Next, the decision-making process should utilize the student-led IEP and transition planning approaches. Students should choose a postsecondary education option wisely and develop skills to help them self-disclose and seek assistance early. Finally, individuals

must take steps that promote success at the beginning of their freshman year by participating in pre and postsecondary programs such as developing organizational skills for learning, living, creating, and developing a support system, and connecting with the disability support services (DSS) on campus (Skinner & Lindstrom, 2003).

The goal of transition planning is to help students with disabilities plan for their future and become independent. According to IDEA (1990):

> A sound transition plan must include measurable goals such as postsecondary education, employment, community participation, and independent living to prepare students for the change from secondary level to the postsecondary level, which are all the foundation for postsecondary success. The IDEA (1990) outlined the following criteria for quality transition plans: (1) Transition services are based on age appropriate and measurable postsecondary goals and a coordinated set of activities; (2) Students are included in the transition planning; (3) Students' individual needs and interests are taken into consideration when preparing the plan, (4) The planning process involves interagency collaboration; and (5)The transition services include courses of study that reasonably enable the students to meet their postsecondary goals. (IDEA, 1990)

Fundamental criteria for transition planning were described in Johnson's (2003) research as:

> (1) Using curriculum and instruction goals to promote student achievement, (2) Assuring that students graduate from high school, (3) Setting clear postsecondary goals, (4) Identifying services necessary to assure that students successfully achieve their postsecondary goals, and (5) Helping students locate needed outside agency services, and (6) Evaluate and monitoring student progress towards goals. (Johnson, 2003)

The NSTTAC (2008) published a set of criteria for quality transition plans which is used in the NSTTAC Indicator 13 Checklist Form A) that includes:

> (1) Appropriate measurable postsecondary goals that are updated annually and based on transition assessments; (2) Transition services that reasonably enables students to meet their postsecondary goals; (3) A curriculum that reasonably enables students to meet their postsecondary goals; (4) Goals that relate to the students transition service needs; (5) The student is invited to participate in the IEP transition meeting; (6) Agency representatives are invited to participate in the IEP transition meeting with parental consent if the student has not reached age of majority. (NSTTAC, 2008)

Transition assessments are at the beginning of the transition process and should be comprehensive. These assessments should lead to the development of postsecondary goals, transition services, and postsecondary goals. According to Miller (2013), "Transition activities are defined as a set of services designed to assist students transitioning from school to adult life and must be coordinated to produce results and involve teaching students how to set goals, develop action plans, self-reflect, and advocate for themselves (p.33). Transition activities should provide students with the opportunity to explore careers, community resources, and educational options, and they should learn to become aware of their disability and necessary accommodations.

Transition Tools and Resources

Beyond the role of effective transition planning, there is a great deal of research supporting the use of tools when teachers are writing transition plans. Having an effective transition plan is important. Therefore, there are online tools such as Wi Transition, iTransition, and Engage AL that are available to help transition writers develop an effective transition plan. Additionally, these tools create a draft transition plan after taking a 10-minute survey for students with disabilities. The copy of the draft can be shared via email to the student or others. Engage AL transition planning tool is an app found in Google store for high school students with disabilities to assist teachers with working on the transition plan and identify transition goals as a part of the IEP. iTransition Application is another app found on Google play

and Apple App store that was developed to ask simple questions of students so they can provide more detailed input regarding their IEP transition plan. Finally, the Wi Transition Planning app is available on iPhones and iPads and provides a short survey that produces a draft postsecondary transition plan based on students' answers that can be shared with the teacher and IEP team members.

There are other online resources such as Naviance, which is a comprehension college, career, and life readiness tool, that allow districts and schools to align the strengths and interests of students to postsecondary goals to improve student outcomes and connect learning to the real world. This program was developed for middle and high school students with or without disabilities. Naviance focuses on three areas including career exploration, self-discovery, and college and career preparation.

Additionally, EnvisionIT (EIT) is a free, evidence-based, college and career readiness curriculum that is aligned with state and national standards for grades 6-12 that teaches English and language arts, information technology literacy, college & career readiness, and financial literacy. It is a digital curriculum for students with and without disabilities that develops key skills such as literacy and career skills necessary for the workplace. It focuses on four competency areas: (1) transition planning/career readiness, (2) information technology (IT) literacy, (3) reading and writing, and (4) financial literacy. The curriculum is designed to help students' complete activities and build a comprehensive transition portfolio as the final product (EnvisionIT, 2019). Another resource is the Transition Digital Portfolio, which is designed for middle and high school students with IEPs. This program encourages self-reflection, develops intrinsic motivation and self-confidence, and helps students demonstrate personal growth using a strength-based perspective. The digital portfolio allows students to showcase their experiences that are aligned with their transition goals and activities summarized in their IEPs.

There are digital tools such as the Council for Exceptional Children's online transition curriculum that have been developed to capture vital skills for students transitioning from high school to adulthood. There are other publications such as the Autism Speaks Toolkit that aid with the planning process of

transition and the development of the transition section of the IEP. The Autism Speaks Transition Toolkit (2018) was developed for students with autism ages 13 to 22. The toolkit is meant to provide helpful tools, tips, and resources to guide the students and their family along their journey to adulthood. The toolkit covers 10 topics: "(1) self-advocacy, (2), developing independent living skills, (3) planning for transition, (4) legal matters to consider, (5) employment and other options, (6) community living, (7) postsecondary educational opportunities, (8) housing and residential supports, (9) health and (10) technology (Autism Speaks, 2018). Another transition document developed by Dr. Rhonda Sutton called the Student Transition-Planning Portfolio (STTP) was created specifically for students with disabilities. This portfolio is a "strategic planning tool intended to help youth identify and achieve postsecondary goals. It clearly identified the competencies and skills students gained because of participating in the 'results-oriented' transition planning process" (Sutton, 2014). The STTP planning process is broken down into 10 topics: "(1) introduction and reviewing transition planning process questionnaire, (2) assess interests and skills, (3) transition assistance resources, (4) develop goals, priorities, and career plan, (5) resume writing, (6) job search and job hunting techniques, (7) dress for success, (8) college as an option, (9) Military, apprenticeship, and other options, and (10) post-transition planning process questionnaire" (Sutton, 2014). The GTAP tool will cover all ten of these areas with specific sections and resources such as goal creator, resume builder, assessment section, and a resource section that encompasses information like postsecondary options, tips, and community agencies.

Conclusion

These tools and resources are examined as it relates to writing effective transition plans and preparing youth for the successful transition from high school to postsecondary education, training, and life overall. Many transition plans only serve as written documents to comply with the laws and do not serve their intended purpose of leveling the playing field for students with disabilities such as learning disabilities, autism, and emotional disorders. Additionally, many students do not receive the preparation

needed for success outlined by their transition plan because it is written to be compliant and is not implemented with fidelity. Although transition plans are developed, they must be written effectively and implemented with fidelity to ensure the success of the student (Miller, 2013).

To ensure that youth are successful in a postsecondary setting, it is essential for educators to bridge the gaps in the areas of understanding the laws of transition, the role of effective transition planning, the students' development of vital skills within the secondary experience, and the development and implementation of an effective transition plan. It is wise to prepare students before they leave high school by giving them access to the necessary tools, connections, and resources to help instill the skills they need for postsecondary life. This will, in turn, create overwhelming benefits in the postsecondary outcomes of youth with disabilities regardless of the postsecondary journey they desire.

Chapter III: Methodology

Introduction

The purpose of this case study research will be to develop and assess the Glenn Transition Action Plan (GTAP), a comprehensive transition planning resource, to address the gaps of creating an action plan for students. Students who use GTAP will be introduced to a user-friendly implementation with fidelity. The GTAP will align with the compliance for transition personnel of the Individualized Educational Program (IEP) for those students with disabilities ages 14 and older across the United States. At this stage in research, there is a need for a comprehensive online transition planning resource that is an effective tool that helps to develop a well-written transition plan that students can follow and is not written simply out of compliance. The GTAP will be free for transition personnel, students, and families. This tool will be a free resource because it will be accessible via a uniform resource locator (URL). There are other free transition websites and/or mobile applications; however, the GTAP will be accessible and compatible to all states and transition plans. At this time, no funding will be provided to create or develop this tool.

Philosophical Perspective

For this study, the use of a social constructivist approach (Creswell, 2018) is accompanied by a belief that, “Individuals seek understanding of the world in which they live and work, which leads to the researcher to look for the complexity of views rather than narrowing meanings” and requires “an interpretation of findings and an interpretation shaped by the researcher’s own experiences and backgrounds” (p. 8). The whole premise of transition is embedded in the four tenets of this theory which is learning and developing skills in a real-world environment that allows students to problem solve, process, and analyze what they’ve learned as they go (Doolittle & Camp, 1999). This learning should be relevant to the students’ lives, goals, and understanding, and it is also constructed through life

experiences and interactions with others regardless of the setting (i.e., school, work, community, family, etc.).

Since the researcher of this study works with youth with disabilities and oversees transition efforts in a school district, the writer has a critical lens and extensive knowledge base within the transition field. Therefore, the researcher bracketed the bias with framing questions in a survey and a focus group, so they were not leading and did not have any evidence of the researcher's views within the questions, commentary during focus group, and the development of GTAP.

Research Design

This research requires the use of the GTAP and evaluation of the effectiveness of the GTAP tool. This is a case study research design. As Creswell (2018) explained, case studies are found in many fields including education and are specially designed to do an in-depth analysis of a case or a program such as the case of evaluating the effectiveness of the GTAP tool.

Research Questions:

1. What elements contribute to the success of a transition plan?
    a. The research study hypothesizes that direct access to resources will contribute to the success of transition planning.
2. How does the Glenn Transition Action Plan (GTAP) assist educators in working with students with disabilities in the transition process?
    a. The research study hypothesizes that the Glenn Transition Action Plan (GTAP) helps educators to write effective transition plans for students with disabilities.
3. In what ways does the Glenn Transition Action Plan (GTAP) assist students with implementation, ownership, and self–determination skills?
    a. The research study hypothesizes that students who use the Glenn Transition Action Plan (GTAP) are more likely to succeed in the implementation of their plans.

i. For example, by creating action steps, does it help students be consistent and/or successful in making progress towards those goals?

b. The research study hypothesizes that students who use the Glenn Transition Action Plan (GTAP) are more likely to succeed in the ownership of their plans.

i. For example, by using GTAP to create their transition plan, does it help students? Does it help students take responsibility because they took part in creating their plan and goals?

c. The research study hypothesizes that students who use the Glenn Transition Action Plan (GTAP) are more likely to succeed in developing self-determination skills while reaching their goals.

i. For example, by using GTAP to create their transition plan, does it help students in cultivating vital skills such as self- advocacy?

The researcher will use a case study approach with a survey as the pre assessment tool. Additionally, the study will incorporate a focus group of at least five people to test the product. The focus group participants will self-identify during the pre-survey, and one of the questions will ask them to contact the researcher if they want to participate in a focus group to test a new online product, the GTAP. The final stage of this process will incorporate a question and answer session for members of the focus group to assess the effectiveness of GTAP as well as their experience with the GTAP.

Population/ Sample Participants

Although the transition plan is created for students with disabilities ages 14 to 21 (students with disabilities have until the age of 21 to complete high school), the target population for this study is transition professionals whose titles may consist of special educators, transition coordinators, specialists, and IEP coordinators. This group is the researcher's target audience because they are the ones who write the transition plans on the IEPs for students with disabilities. The sample will be

recruited from two places: 1) an organization who worked with schools that served students with disabilities in the Mid-Atlantic region of the Eastern United States and 2) a private mid-size university in a metropolitan area. The researcher will submit a request to the supervisors of each organization via email (Appendix A) and request access to their email addresses on their listserv. Then, once the researcher is given approval, the researcher will submit a request for participation for each member on the list by blind copying him or her on the email (Appendix B). The sample will consist of special educators in the public school, private separate day, and non-public special education school setting that will service students with all exceptionalities. The study will utilize purposive sampling. Purposive sampling is a selected sample based on specific characteristics of a population and the objective of the study. The sample population will be chosen because they were considered the "experts" within the field since they write the transition plans for their students. The sample includes at least 85 to 150 people because the organization supports 85 schools which have a minimum of 85 transition coordinators/specialists, and the university's listserv consists of at least 65 members.

Product – The Glenn Transition Action Plan

The researcher will develop an online comprehensive transition planning tool called the Glenn Transition Action Plan (GTAP). This tool will have a virtual consultant/case manager who will guide the student throughout this process. The virtual consultant will assist the students in setting up their profile including background information such as their age, name, grade, and school. They also will include aspects such as their likes and dislikes, the career they would like to pursue, and their short term and long term goals to build the Glenn Transition Action Plan (GTAP) in the areas of career, education/training, and independent living skills. Some of the components of this tool will include:

- The ability to complete assessments such as interest surveys, skills assessments, career assessments, personality assessments, and values assessments.

- The ability to disclose what the student liked/ disliked, what worked or did not work for them, what helped them to be successful, and what were some important things to know about them.
- Assess their personal needs such as if they needed assistive technology, extra time to complete assignments, or support completing tasks.
- Building a resume/ portfolio.
- Getting tips in the areas of career, education/training, and independent living skills.
- Getting connected with community agencies such as the Department of Rehabilitative Services and the Department of Labor.
- Developing skills such as executive functioning and life skills, time management, organizational skills, job readiness skills, and financial literacy.
- Having the ability to print out their TAP to take to school for their IEPs and meetings as well as sharing it with postsecondary sites and the workplace (if necessary).

Instrumentation

Quantitative Instrument

The researcher will create an online survey as a pre assessment to evaluate how the participant feels about the current transition plan process. The survey will utilize closed and open–ended questions. A sample question is, “Does the current transition plan process help to develop vital skills for students?” A Likert scale will be used with radial buttons with the options: Strongly Agree, Agree, Neutral, Disagree, and Strongly disagree. See Appendix D for the complete questionnaire. The first question of the online survey will be the informed consent (Appendix C); a forced-field (Creswell & Creswell, 2018) will be utilized. Procedurally, this means that if the participant does not agree or click “yes,” they will be closed out from the remainder of the survey and thanked for their time.

Qualitative Instrument

A focus group will be requested from the survey participants to assess if the GTAP tool was helpful and if it met the need in using a comprehensive transition planning tool. The focus group also will evaluate alternative options. Furthermore, the participants will be assessed to see if the GTAP was an effective tool to use during the transition process. Open-ended questions will be used to get in-depth explanations about the effectiveness of the GTAP tool. A sample open-ended question is, "What were the participants' perceptions of the current transition plan writing process? The full questionnaire can be found in Appendix D.

Some questions from the pre survey are: (Please see Appendix D for a full review of the survey.)

1. How do you feel about the current transition plan writing process? (Answers: very dissatisfied, somewhat dissatisfied, neither satisfied or dissatisfied, somewhat satisfied, and very satisfied)
2. Does the current transition plan process help to develop vital skills for students? (Answers: never or almost, occasionally, half the time, frequently, always, or almost always)
3. How often do you use age-appropriate assessments to develop transition plans for your student? (Answers: never or almost, occasionally, half the time, frequently, always, or almost always)

Sample questions for the focus group that were used during the post assessment are (1) What was your experience using GTAP? (2) What did you like about the GTAP?

Ultimately, the survey helped to address the research question, "How does the Glenn Transition Action Plan (GTAP) assist educators in working with students with disabilities in the transition process?"

Procedures

The research design used for the study will be case study research. A case study will be used with an eleven-question survey that will be created with Survey Monkey and a focus group. Upon

receiving consent from the focus group, the researcher will provide participants access to the survey using a link to take the Glenn Transition Action Plan for two weeks with a post assessment interview that will consist of one question.

For this study, the procedures will be as follows:

- The researcher will develop the Glenn Transition Action Plan.
- An online survey using Survey Monkey and focus group questions will be created.

  Sample survey questions (https://www.surveymonkey.com/r/MBDFB5M)

  - How do you feel about the current transition plan writing process?
  - Does the current transition plan process help to develop vital skills for students?
  - How often do you use age-appropriate assessments to develop transition plans for your student?

  Sample focus group questions

  - What was your experience using the GTAP?
  - What did you like about the GTAP?
- An email to request participation will be drafted. (See Appendix B for a full review.)
- An email and consent form will be drafted for both the survey and focus group. (See Appendices C & E for a full review.)
- Upon approval, the survey link will be provided to the sample for completion.
  - The last question of the survey will request participants to test the GTAP and will ask, “Would you be willing to participate in a focus group after using the GTAP?”
  - If they are interested, they will send the researcher an email to self-identify.
  - Then, based on the survey results, the researcher will refine the GTAP.

- Those who will consent to participate in the virtual focus group will be provided with a link to use the Glenn Transition Action Plan for six weeks.

  https://www.idream4life.org/gtap.html
- The researcher will create a Zoom meeting link to provide focus group participants access to the virtual focus group.
  - Zoom Link
    - https://us02web.zoom.us/j/85958635514?pwd=b3pDOEVEcTNrNDh2WlgwOFRkWG5kdz09
    - Meeting ID: 859 5863 5514 Passcode: 386381
- The researcher will conduct a focus group as a post assessment.

Data Collection and Recording

Quantitative Collection

For this study, the researcher will use Survey Monkey, an online survey cloud base software, to create the questionnaire. Survey Monkey will be selected for this project because it is easy to develop and easy for participants to access. Additionally, Survey Monkey will make it easy to measure and understand feedback from the researcher's study. The program will be user friendly, and the researcher will easily be able to gather feedback using a web link, email, social media and more. Survey Monkey will analyze data and provide immediate results that the researcher will be able to export or integrate with other applications such as SPSS, which will allow the researcher to make data driven decisions. This survey will be conducted anonymously, and no identifying information such as name and date of birth will be collected. No IP addresses will be kept or known to the researcher. The answers to the questions will be stored for two years on a password-protected computer, and after that time, the information will be deleted. This project's research records may be reviewed by the researcher's university department

that is responsible for regulatory and research oversight. Additionally, only the researcher and the chair of the researcher's committee will see the results of the survey.

Qualitative Collection

For this study, the researcher will use Zoom Video Communications (Zoom), a computer software for communications technology to host the focus group virtually. Zoom Video Communications will be selected for this project because it is easy for participants to access regardless of their technical knowledge, and it is used globally for teleconferencing, telecommuting, distance education, and social communication. Additionally, Zoom has the option to record its meetings as well as provide closed caption services for its users. The program is user friendly, and the researcher can easily gather feedback using video or online chat features. This focus group will be confidential, and the participants will be given and/or choose a pseudonym for research purposes. No IP addresses will be kept or known to the researchers. The video recording and transcriptions of the questions and answers will be stored for two years on a password-protected computer, and after that time, the information will be deleted. This project's research records may be reviewed by the researcher's university department that is responsible for regulatory and research oversight. Additionally, only the researcher and the chair of the researcher's committee will see the responses of the focus group.

Data Processing and Analysis

Quantitative Collection

Survey Monkey will be used to complete the statistical analysis for this study. This program will provide text analysis and statistical significance, advanced data exports to SPSS, A/ B testing, randomization, quotas, crosstabs, graphs, and figures. The statistical analysis that will be used for this action research case study will be completed in a four-step process. First, the data collected from the surveys and descriptive statistics such as (race, age, gender) from Likert scale questions and open-ended questions will be coded, and themes will be created. Second, the information will be organized into

categories to assess the findings better. Third, the information will be coded to organize the information further. Finally, once the coding will be complete, they will be arranged into themes that represent common ideas. The Likert scale data and the themes from the open-ended questions will be triangulated (Creswell & Creswell, 2018). Once the researcher makes sense of the triangulated data, the researcher will summarize the data collected.

Qualitative Collection

The researcher will use SurveyMonkey to gain consent from the participants. A two-question survey will be created. The first question will be the informed consent, and the second question will be the directions with the link to access the GTAP tool. Zoom Video Communications will be used to capture the qualitative data for this study. This program will provide video technology and online chat services through a cloud-based, peer-to-peer software platform with recording and closed caption options. The qualitative analysis used for this case study research will be done in a four-step process. First, the data collected from the virtual focus group such as open- ended questions will be organized into codes, and themes will be generated. Second, the information will be organized into categories to assess the findings better. Third, the information will be coded to further organize the information. Finally, once the coding is complete, the information will be arranged into themes that represent common ideas. Based on both the quantitative and qualitative findings, the G-TAP product will be refined and updated.

Assumptions

For this study, the researcher will work under the assumption that the information provided to the participants is truthful and honest. The researcher will assume that each participant provides accurate information during his or her responses. The researcher also will work under the assumption that opinions are shared as thoroughly and precisely as possible.

Delimitations and Limitations

The delimitations are boundaries that the researcher set for the study. For this study, the delimitations are not studying the effects of transition planning on gender, race, or ethnicity, not studying specific post-secondary outcomes, and not studying specific exceptionalities. The focus for this study will be to develop a transition toll to help create an effective transition plan. Therefore, later, more focus can be placed on whether factors such as gender, race, or ethnicity played a factor in the creation of transition plans. In this study, 85 to 150 people will be surveyed. The sample size will be limited because it's a select few of the expert population for this region. The pros of analyzing up to 150 people is that a large percentage of the sample group will participate which, in turn, will be good for gathering information. A con of the sample size would be that it is only a portion of the experts from this region, and it may not have presented accurate information; however, it would be a start for this study.

Some limitations for this study would be that some of the sample may know the researcher, and they might answer how they think the researcher would want them to answer the questions. Other participants might agree to take the survey or participate in the focus group but may have ended up not participating in the survey. Another limitation might be the number of participants who participate in the survey and/or focus group versus the number the researcher needs to participate. Other limitations will be the number of participants who participate in the survey within the district, state, and program as well as the participants' personal biases or willingness to complete or answer the survey.

Risks and Benefits

There are minimal risks for the participants, and they can opt out of the survey and focus group at any time, and their data will not be used. There are no benefits or compensation for participating in the study. However, participants may feel a sense of enjoyment, knowing that they are contributing to the body of knowledge as it relates to impacting transition properly.

Confidentiality and Anonymity

The surveys are anonymous, quick, and easy to access. They save time, and the surveys can reach a large group in a quick period. It will take up to 15 minutes for each participant to complete the survey. The surveys will be anonymous because identifying information such as name, address, age, IP addresses, or race will not be collected. For the focus group, the confidentiality of the participants and their organizations will be kept secret by creating or asking the participants to create pseudonyms to replace their names. No personal or identifiable information will be given to protect the innocence of the participants. The data and consent forms will be seen and available only to the researcher and the chair of the researcher's committee and the current institution. Both the data and consent forms will be kept on a password-protected computer, flash drive, and/or they will be kept in a locked file cabinet in the researcher's home in the event there are paper copies. The data and consent forms will be stored for up to three to five years and will be destroyed by erasing the information from the hard drive and shredding any physical data received.

Summary

The purpose of this study is to address a need for a comprehensive online transition planning tool that is cost effective and readily available to students and families that may not have access to appropriate transition planning services. In summary, this is action research using the case study approach to develop and evaluate a comprehensive online transition planning tool called Glenn Transition Action Plan (TAP) to assist with the development of an effective plan for writers to use during the transition planning process.

Chapter IV: Results

Introduction

Schools are mandated by law to create transition plans for students with disabilities to prepare them better for life after high school because many of them drop out of school and are unemployed (Department of Education, 2011; Labor of Statistics, 2016). Although the U.S. Department of Education reported a 29.5% increase in the amount of time students with disabilities spent in school in 2017, the playing field is still not leveled in the areas of academic achievement, school exit rates, and post-secondary outcomes due to lack of equal opportunities, resources, preparation, and effective transition plans (2020). The purpose of this case study research was to evaluate The Glenn Transition Action Plan (GTAP), a comprehensive transition planning resource that addressed the gaps of creating an action plan for students with disabilities. Those who use GTAP are introduced to a user-friendly implementation with fidelity that aligns with compliance requirements for transition personnel of the individualized educational program (IEP) for those students with disabilities ages 14 and older across the United States. This case study design included two different instruments to collect data such as an online survey and focus group responses.

Fifty-three individuals were invited to take the survey including transition coordinators/ specialists, special education teachers, transition teachers, and secondary transition performance specialists. Twelve of the survey participants participated in the focus group.

Summary of Quantitative Analyses

The target population for this study was transition professionals whose titles might consist of special educators, transition coordinators/specialists, and IEP coordinators. There was not a general question that participants tended to skip. However, statistics showed that 14.8% of the participants skipped some parts of the questions such as the Likert scale portion or the open-ended sections of the questions. The skipped questions did not impact the research at all and were disregarded since there

was a significant amount of data included in the responses to allow the research to move forward. For this study, the researcher used a descriptive analysis because there was no need for a more complex analysis such as the correlation of data for this study.

There were five overarching findings for the quantitative component of this research study. The findings were 1) real-world experience was critical for the development of vital skills and was a technique that was used when school personnel were creating a transition plan. Additionally, real-world experience is a form of content, and it is a transition activity that is used and is successful. 2) There is no consistency with the transition process and the development of vital skills. 3) There is a lack of training for staff regarding completing the transition process, using assessments, writing effective plans, and implementing transition plans. 4) There is no time for teachers to create quality plans, implement the transition plans, or assess students' skills. 5) The current process simply checks the boxes to meet compliance requirements.

Table 2

Participant Quotes to Support Findings.

	Participant Quotes	Theme
1	"Completing hands-on tasks with the students I serve is most beneficial to them…" "Hands-on activities are the best- gives the student context and engages them better, videos are nice, work experience, job shadows, mentoring, etc. are the best (they are REAL world experiences)." "Employment skills are gained in a business-led work experience program. Skills are practiced in a real-world setting and supported through individual or small group instruction."	Real-world experience was critical for the development of vital skills and was a technique that was used when school personnel were creating a transition plan. Additionally, real-world experience is a form of content, and it is a transition activity that is used and is successful.
2	"I came into a disorganized setting here 2 years ago where transition planning was done by multiple staff, and it was not cohesive or compliant." "Too many differences and requirements with the different LEA's."	There is no consistency with the transition process and the development of vital skills.

	"It is basic and not always consistent."	
3	"We have little to no guidance from our boss or the school district." "…more training could be offered for assessment facilitation." "We need training, not best practices."	There is a lack of training for staff regarding the transition process, using assessments, writing effective plans, and implementing transition plans.
4	"I sometimes feel it's disjointed because I, as transition coordinator in my district, simply don't have the time to write them all." "The special educator has little time to work with students individually to make it a working Transition Plan." "One of the issues is time - case managers have a lot of demands in terms of teaching, data collection, etc. and really could do an even better job if they had a little more time."	There is no time for teachers to create quality plans, implement the transition plans, or assess skills.
5	"Boxes are checked but triangulation of data does not happen." "Again, boxes are checked, but authentic connections are not made." "… there is always room for improvement in order to make it the most beneficial for the student and not just check off boxes as completed."	5) The current process simply checks the boxes to meet compliance requirements.

Results for Research Questions

Quantitative Results

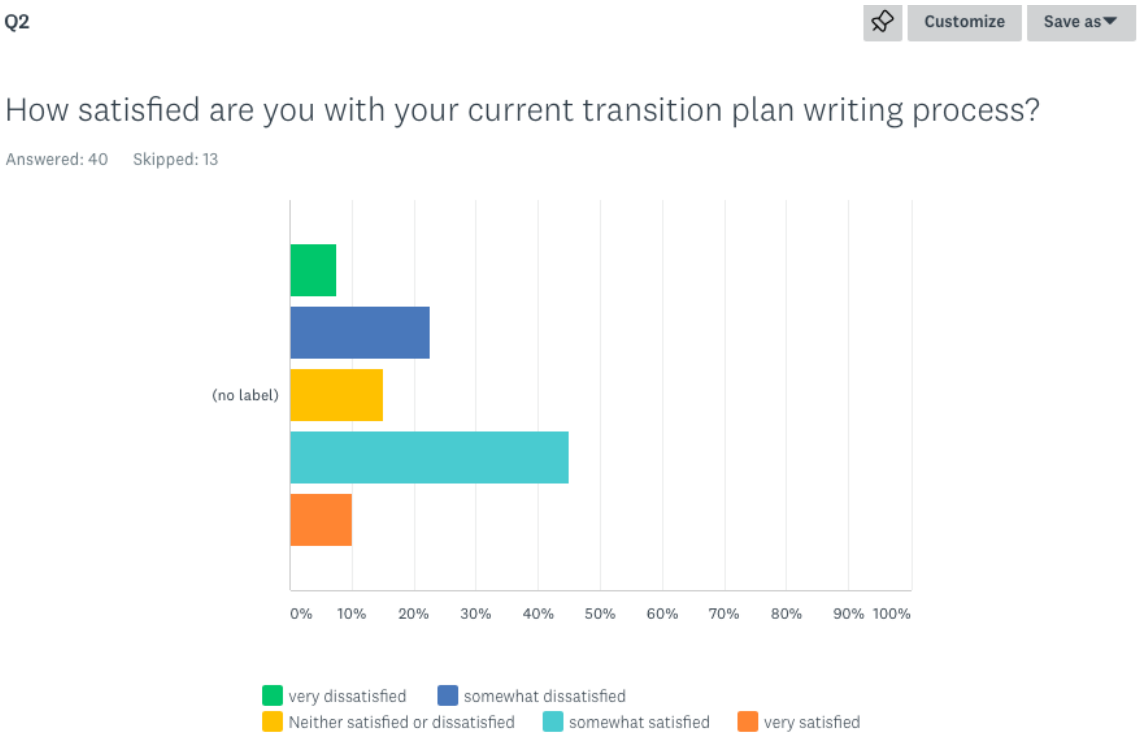
An online survey was created in Survey Monkey as a pre-assessment to evaluate how the participant felt about the current transition plan process. The survey utilized closed and open–ended questions in addition to a Likert scale that was used for answer choices.

The quantitative data collection consisted of 53 participants. Twenty-six of the participants were transition coordinators/specialists, and five participants were teachers who write transition plans within the IEP. Additionally, eight participants had other job titles such as education directors and school social worker. The average survey completion rate was 38.2%, and 14.8% of the participants skipped questions

on the survey. Twenty-six participants consented to participate in the focus group. The results are included below and are broken down by each survey question.

Figure 3

Q2: How satisfied are you with your current transition plan writing process?



	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED OR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	7.50% 3	22.50% 9	15.00% 6	45.00% 18	10.00% 4	40	3.27

Forty participants answered the question, and 13 participants skipped the question. 45% of the participants were somewhat satisfied. 22.50% of the participants were somewhat dissatisfied. 15% of the participants were neither satisfied nor dissatisfied. 10% of the participants were very satisfied, and 7.50% of the participants were very dissatisfied. Some of the participants may have skipped the question due time constraints or because they did not feel comfortable expressing how they felt. Additionally, they may not have wanted to be identified in any way. This data is significant because it could possibly impact the creation and implementation of the transition plan.

Table 3

Q2: How satisfied are you with the current transition plan writing process?

Participant	Response to Research Questions	Category
1	Always looking for new tools to use	*Looking for new things
2	Overall, our plan works well. We always do what we can to interview the student, and we always have an assessment of some kind to help with planning. We also meet with families each year prior to developing the plan. Families seem happy with the system. However, I do not think the available assessments are great for planning purposes, and more training could be offered for assessment facilitation.	*Interview *Assessments but not great for planning *Training needed *Talk with families
3	We have little to no guidance from our boss or the school district.	*No support/ guidance
4	I came into a disorganized setting here 2 years ago where transition planning was done by multiple staff and not cohesive or compliant. I am working to make it more efficient and meaningful through staff training since it is too many students for me to handle on my own	*Disorganized *Not cohesive *Not compliant *Needs to be more efficient and meaningful *Training needed
5	Boxes are checked but triangulation of data does not happen.	*Boxes checked *No triangulation of data
6	I work cooperatively with school staff and students to complete needed assessments and develop transition activities.	*Collaborative *Assessments *Transition activities
7	Not everyone writes transition plans that are in compliance, too often new students plans have incomplete information, therefore leaving the new Transition Coordinator with much more work to be done.	*Not compliant *Incomplete *TC overload
8	I believe there is always room for improvement in spite of the satisfaction I feel surrounding the process. Our institution could benefit from a tool that moves forward and grows with the student from year to year and that stores the information from the previous years for easy access and progress monitoring.	*Improvement needed *Needs tools that moves and grows with student and stores information

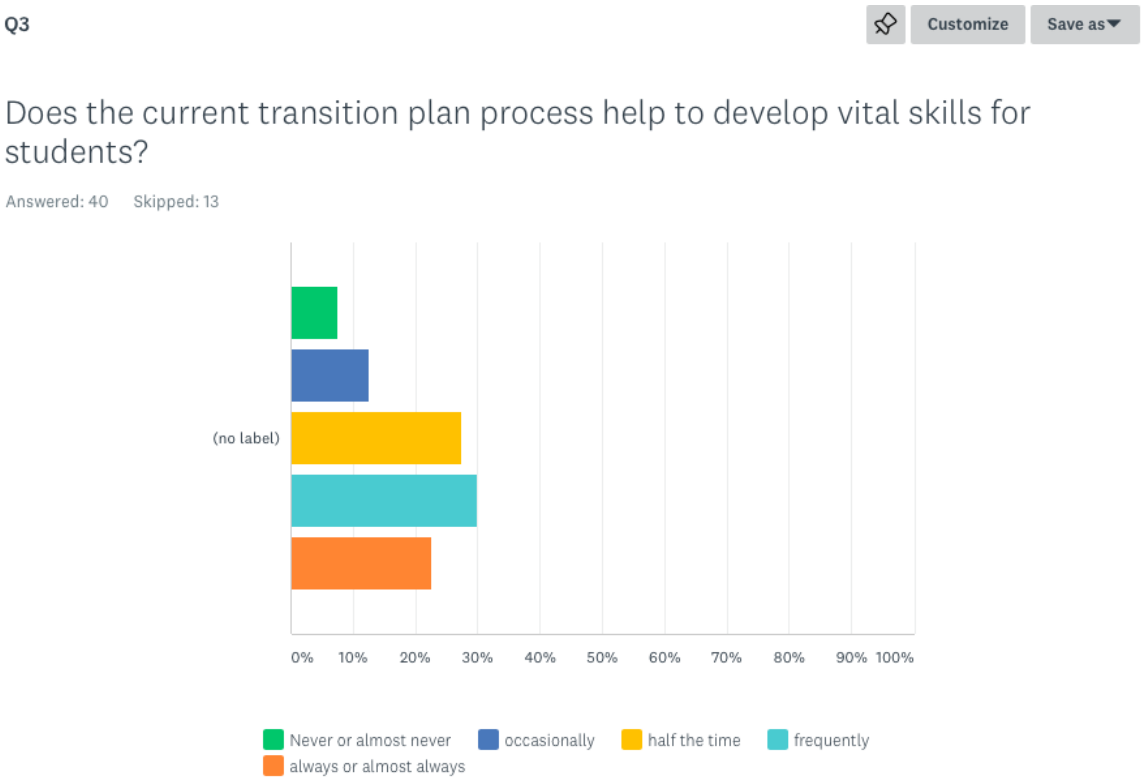
		*Needs easy access & monitor progress
9	Too many differences and requirements with the different LEA's	*No consistency with requirements
10	The current transition writing process seems to be very robotic and repetitive at times.	*Robotic & repetitive
11	I don't write the ITPs myself, but I work with our teachers to write them/train on Transition for our county.	*Collaborative *Provides training
12	I am a state VR transition specialist. We would LOVE to have a shared system with education to be able to plan with a student and save all planning documents!	*Need a shared system with storage
13	Documenting and actively tracking parent participation will assist in identifying consistency/inconsistency in parent practice with student to allow team to generate more realistic and accurate goals and practices for life after high	*Needs to track parent participation *Generate realistic goals and plan
14	I work with students in a technical assistance and consultation capacity, as a vocational rehabilitation transition specialist. I also provide info to parents and teachers/case managers about VR services.	*Consults parent/ teachers in Vocational rehabilitation
15	Student history, strengths, and needs are taken into consideration. Families and all adult agencies are included in the process. Our program is specific to students in their last year of services who plan to gain work skills to seek competitive employment. There is also a focus on independent living skills. It is a concerted team effort.	*Students needs/ preference *Includes family and agencies *Collaborative *Focuses on Independent living skills
16	I have assessments that I use on students; therefore, I am able to use those to help write the transition plan. However, with the assessments, it is a very lengthy process.	*Assessments are lengthy
17	I understand the goals from the state and the students' needs through transition assessments. It be helpful to know what services will be provided post graduation so I can focus goals and better understand their future needs	*Student needs *Assessments *Services provided post

		school to align with transition plan
18	Our educators do not understand how transition drives the IEP. They use resources that give very little information.	*Triangulation of transition and IEP *Resources provide little information
19	I sometimes feel it's disjointed because I, as transition coordinator in my district, simply don't have the time to write them all. I have trained my other teachers and they do a decent job. But I would love to see more uniform approaches	*Disjointed *No time *More uniformed approaches
20	I don't follow a sequence of areas when writing my transition plans so feel I can be more organized than I am presently.	*More organization
21	I feel like the plan writing is not always driven by data and the student's interests. More collaboration with the families and stakeholders is needed.	*Not driven by data or student preference * Need more collaboration with families & stakeholders
22	Time is often not allotted to detail all that Transition Specialists need to detail specifics.	*No time
23	I base all of my transition plans on Indicator 13. I tie all annual goals to the post-secondary goals, which are determined through informal and formal transition assessments.	*Assessments
24	Typically, as the Transition Coordinator, I am reviewing the plans written by our case managers. I do a fair amount of correction, particularly with newer staff until they understand what goes into a good transition plan.	*Lots of correction *Understand what a good plan looks like
25	I am not sure how valuable it is, most of my students change their minds so often that it is hard to keep up with their future plans. Also, I find it difficult for students to get the services they need because community agencies are backed up because of a lack of funding or waiting lists.	*Not valuable *Agencies backed up *Lack of funding & waiting lists
26	Have been thoroughly trained and know the process.	*Trained *Know the process

Many of the participants stated they were satisfied with the current process because it is student-centered, and various tools are used to capture students' needs and preferences. Additionally, many participants stated that the process is not organized and very time consuming, and it lacks training and consistency and is non-compliant due to missing or incomplete information.

Figure 4

Q3: Does the current transition plan process help to develop vital skills for students



	NEVER OR ALMOST NEVER	OCCASIONALLY	HALF THE TIME	FREQUENTLY	ALWAYS OR ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
(no label)	7.50% 3	12.50% 5	27.50% 11	30.00% 12	22.50% 9	40	3.48

Forty participants answered the question, and 13 participants skipped the question. 30% of the participants selected frequently. 27.50% of the participants selected half the time. 22.50% of the

participants selected almost or almost always. 12.50% of the participants selected occasionally, and 7.50% of the participants selected never or almost never.

Table 4

Q3: Does the current transition plan process help to develop vital skills for students?

Participant	Response to Research Questions	Category
1	Current processes take into account student strengths, preferences, interests, and needs.	*Student strength and preferences
2	We need more training on this.	*More training
3	I believe that it can if the transition activities are written to do so and then actually implemented	*Actually implement activities
4	I see it as currently reactive rather than proactive. I am working to shift the mindset to "Begin with the end in mind"	*Reactive process *Need to begin with end in mind
5	Again, boxes are checked, but authentic connections are not made. Most education professionals are not properly trained in the assessment process for Transition Assessment.	*Boxes checked *No authentic connections *No training for assessments
6	I work at a residential school and the programming is designed around improving independence with daily living skills, vocational skills, and community integration.	*Focuses on independence
7	It's not so much that the plan process doesn't help to develop vital skills, as it is that there are not enough Transition Coordinators at schools to implement those plans. There needs to be more TC's at a school so that students are given a good chance to acquire the skills they need to transition into life after high school.	*Not enough staff to implement plans
8	Most of my students and families realize that they are lacking basic banking skills, but not many of the other ones.	*Lack banking skills
9	Yes, it does. We gather input from a variety of the student's educational team members, which captures data from a variety of settings and experiences.	*Collaborative *Collects data from various sources

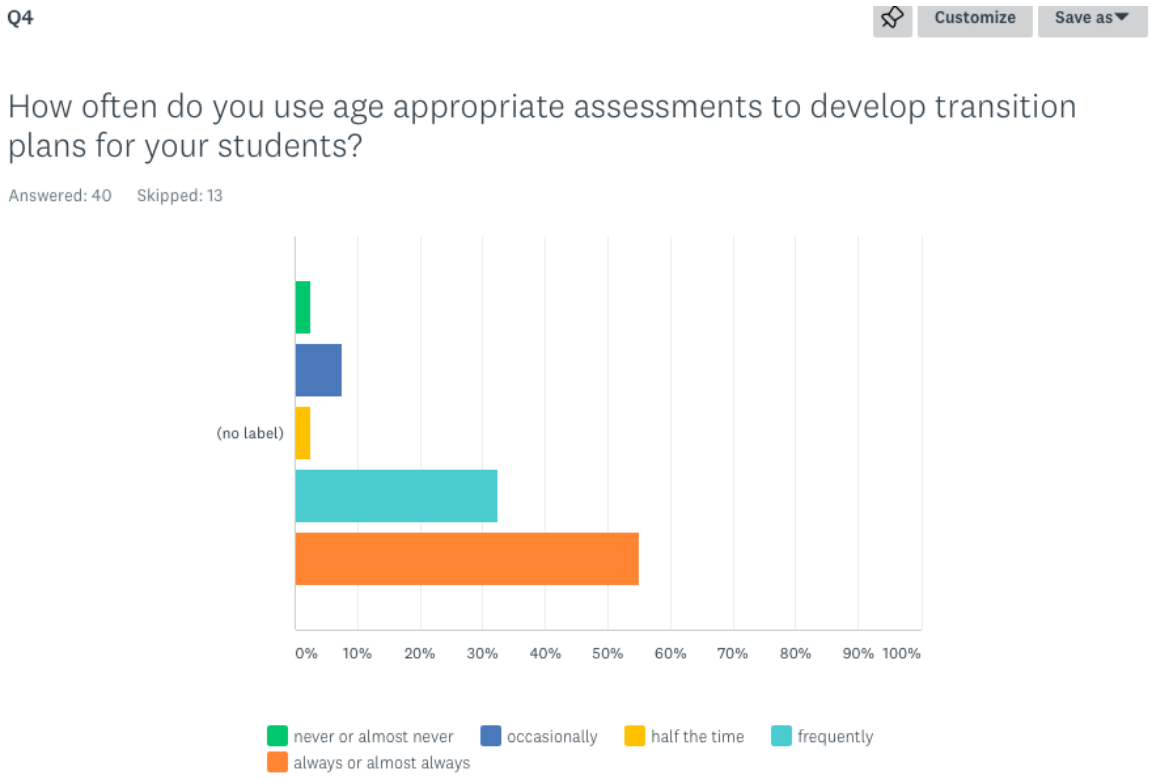
10	Some students follow their plan and are active participants in completing their transition activities.	*Students follow plan
11	Currently, plans are basically a formality and completed, sadly, without much thought or effort.	*Plans are a formality
12	The IEP and IPE are compliance documents. They do drive the process at a very high level. But we need something that is used and updated on a more on a regular basis.	*Compliant *Need tool that is updated regularly
13	Work based and functional living skills are addressed through collaborative approach to learning and practice.	*Collaborative approach
14	I see a lot of school district services in my work with students and schools. Some schools have robust programs with many services during the school day to help students with career exploration and transition planning (particularly those districts who have third party agreements with vocational rehabilitation to provide enhanced services to VR eligible students who attend schools in that district), but many schools/districts have marginal services available to help students with career exploration, work based learning, and transition planning. Arizona has well over 200 school districts, and hundreds of charter schools.	*No consistency of programs
15	Our program is one of the Project SEARCH sites. Employment skills are gained in a business-led work experience program. Skills are practiced in a real-world setting and supported through individual or small group instruction.	*Employment skills *Real- world setting
16	I feel since we use different assessment methods, that it does help develop what skills the student needs to be successful. We use the Brigance Transition Skills Inventory, Essential for Living Skills and/or the Checklist for Adaptive Living Skills, as well as the Life Centered Education Assessments to help.	*Living skills *Assessments
17	Plan process is not the bigger problem. Resources to meet the goals is the issue.	*Need resources to meet the goal
18	To save time, the majority of our teachers do not list any independent living skills activities in the transition grid of the IEP. This saves the time from having to address it with the student. They have no results stating that they do not need this.	*No time *Skip portion of the plan
19	There are vital areas that are addressed but others are more challenging like weaning a student off a para or allowing the student to take risks in the community like traveling around because of liability concerns. Puberty and healthy dating relationships also challenging due to parental concerns.	*Challenges with exploration and lessening time with job coaches
20	Always. I include things like social skills, vocational skills, skills needed for living on their own, etc.	*Various skills

21	It depends a bit on the student's level of buy-in or passion about what they want to do going forth after school. I do think the case managers are generally doing a good job helping students to develop skills	*Student interest and buy-in
22	By noting the supports and services needed to meet the goals, skills are developed.	*Supports and services to meet goals and skills

The open-ended findings for question three show that the participants felt that the current process helps to develop various skill sets such as independent living skills, social skills, and job readiness skills. Other participants felt that collaboration with agencies also helps with the development of skills. Additionally, participants stated that the process is a reactive process. They felt it is not consistent, and there is no time to assess student skills. Also, they stated that there is not enough staff to implement the plan and/or activities, and the process simply checks boxes to meet compliance requirements.

Figure 5

Q4: How often do you use age-appropriate assessments to develop transition plans for your students?



	NEVER OR ALMOST NEVER	OCCASIONALLY	HALF THE TIME	FREQUENTLY	ALWAYS OR ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
(no label)	2.50% 1	7.50% 3	2.50% 1	32.50% 13	55.00% 22	40	4.30

Forty participants answered the question, and 13 participants skipped the question. 55% of the survey participants selected almost or almost always. 32.50% of the participants selected frequently. 7.50% of the participants selected occasionally, and 2.50% selected half the time and never or almost never. The data are significant because it is mandated that assessments are given annually as a part of the transition process.

Table 5

Q5: What is your perception of the current transition plan writing process? (You can write as much as you'd like)

Participant	Response to Research Questions	Category
1	It would be great if more creativity was allowed in the cases of students with more challenges. Sometimes transition does not always lead the IEP.	*Transition doesn't lead IEP *Need variety with more severe students
2	Extra pressure has been placed on Transition Staff over the years, with very little actual professional growth opportunities. With the addition of progress tracking, the transition activities on the IEP can be difficult to write. Often, the transition specialist must rely on what other service providers are offering and reporting, which can be cumbersome.	*Staff overwhelmed * Need more professional growth opportunities *Must rely on others
3	There is always room for improvement.	*Can improve
4	We need better assessments. Self-scoring assessments. We need training not best practices.	*Need training *Need better assessments
5	As previously stated, it needs work! We have now done a bit better with identifying who should do what and are now making an assessment library available to the full team. I am hopeful that with the right players and the right tools, it will be more meaningful for our students	*Much work needed *Collaborative approach *Sharing resources and assessments with team
6	Not enough understanding of the process of transition and the importance and value of this process. Makes the plan writing quite difficult when the investment is not there.	*Not enough understanding of process * No buy in when writing plan
7	I do wish I had access to a user-friendly "real world" picture survey to assess vocational preferences. Most of my students are non-verbal and certificate bound so it's important to present a variety of attainable options to them and such an assessment is difficult to find.	*Need user friendly picture survey for

		nonverbal students
8	One of the biggest challenges in writing Transition Plans is that students are constantly changing their minds. I have seen this all to often, and that's okay, we want our students to not be locked into just one thing during their development years. The long-term goals are not realistic for many students because they change their minds, but rather we need to focus more on the skills needed to be able to help them to be critical thinkers, self-determined, self-aware and self-advocates. Transition plans should be plans that run along side the students academic plans, in other words there needs to be more collaboration with teachers, social workers, service related providers. This will help Transition Planning be more holistic and not a separate plan from the student's education and social emotional plan.	*Students change their minds often and not realistic goals *Focus on skills such as critical thinking, self determination, self advocacy, and self-awareness *Need more collaboration with teachers *Need more holistic plans and not separate from educational and social emotional plans
9	I feel it is redundant. If a student is already in a vocational program, it is typically what the student desires for employment after graduation. Also, the activities and services are limited to the area in which the student lives.	*Limited services and activities
10	Difficult across other disciplines	*Difficult to collaborate across disciplines
11	It is basic and not always consistent.	*Not consistent
12	My perception of the current transition plan writing process is that it is not always realistic or effective for preparing the student for post-graduation. The current writing process is based on the students' aspirations regardless of how unrealistic they are. Students often make unrealistic or inappropriate career choices because they are not educated on how their own skills, interests, education fit into and align with certain careers. For example, some students state that they will become an NFL Football player, but they have never played the sport. I believe that greater post-secondary success could be achieved if students were better educated and directed on how to make better career choices and how to prepare for careers that fit their skills and interests better.	*Not realistic *Not effective for post secondary prep *Students make unrealistic and inappropriate career choices

13	I've been doing this a long time, and passionate about Transition. I have worked with a SELPA voluntary Transition Training Team for years, and it's been frustrating, as there is little reinforcement for writing and implementing quality plans from leadership in our districts. Our Sped teachers are overwhelmed (for very understandable reasons), and as long as no one is coming back to them saying that they need to write/implement better plans, Transition goes on the back burner (not because teachers don't believe in it, but because they can only do so much, and this is something that they can let go of, without repercussions from the districts). I think it's just a matter of time until families are educated enough about Transition to start demanding more...	* Little reinforcement for writing and implementing quality plans *No support from leadership *Staff overwhelmed
14	Again, I am coming from the VR side. Which is extremely important to consider...The current process is very high level and compliance driven. It isn't something to engage with on a regular basis. Whatever it is you are creating could have the benefit of being owned by the student, yet accessed and populated by others on the student's IEP team (any school staff, VR, family).	*Compliance driven *Needs collaboration and shared tool
15	As a private school, we have created our own transition plan process. We engage with it more actively as the students get closer to graduation. It seems to have little use for us until the student is at least 16.	*Created own transition plan process
16	Formatted programs allow one to generate a rapid set of goals and objectives, but one must utilize assessment data and observation to create a true illustration of plans, successes, and regress.	*Uses programs that generate goals *Must use assessment & other data to create plans
17	It is great in theory but most of the time in is hard to make it practical for each individual student. The special educator has little time to work with students individually to make it a working Transition Plan.	*Not practical for each student *No time to work with student
18	The process leaves it up to the individual case manager to choose the assessments and gather information to inform the plan. Teachers/schools don't always have good tools or training to provide a wide variety of assessment tools and work-based learning experiences to help students do the career exploration and verification of fit for a post-secondary goal for education/training and career. Students get such a wide variety of help/no help that plans also vary widely in how reasonably achievable their goals are.	*Allows autonomy with assessments and how to gather info * No training or access to good tools * Plans are not realistic
19	We follow the guidelines for IEPs. Students and their teams meet more frequently for progress and planning meetings. Team members follow through with the plans set forth in these meetings.	*Follow guidelines *Team collaboration

		and follow through
20	I do wish that there was more streamlined process for transition plan writings across the state. I do feel as if we write a good one but I am not sure if it meets proper standards.	*Need streamline process
21	It has been 18+ focused for years. I do see an effort to start planning at younger ages, which will create greater results at the back end.	*Start early
22	It's dependent on the person/team writing them - there is no set process everyone follows.	* No set process that everyone follows
23	The process really depends on the student. The students' needs, wants and life desires have to all be taken into account. The process needs to start immediately when student is of transition age. But most importantly the student needs to "buy in" into the process and take ownership.	*Start process early and immediately (age 14) * No set process that everyone follows * Based on student preference, needs, etc.
24	I think it lacks consistency across different districts	*Lacks consistency
25	Our teachers need to be trained in what is a good transition plan. I have met with our special education director to explain how to make things better. I get that is a good idea, but nothing is ever implemented. It goes in one ear and out the other.	*Need training
26	It's disjointed. Also, it's not practical for some disabilities. Transition is a must but developing for 14-year-olds who are in 8th grade is senseless.	*Disjointed *Not practical
27	I align my writing to what is required on the IEP Direct document. There are sections I fill out on assessments, strengths, interests, preferences, present levels and plan. Difficult because our students cannot always access the electives and courses that align with their interests. I am in a very high academic level high school.	*Align plan with required info *Students don't have access to courses that align with interests
28	I think there is always room for improvement in order to make it the most beneficial for the student and not just check off boxes as completed.	*Improvement needed so not just checking boxes
29	Schools without specific personnel dedicated to this function often perform at a disadvantage. Schools have the knowledge, but lack the resources.	*Lack resources
30	I keep a running record of all the activities that the students are involved in. I have been sharing the information with the special education teachers I	*Keeps progress and updates activities

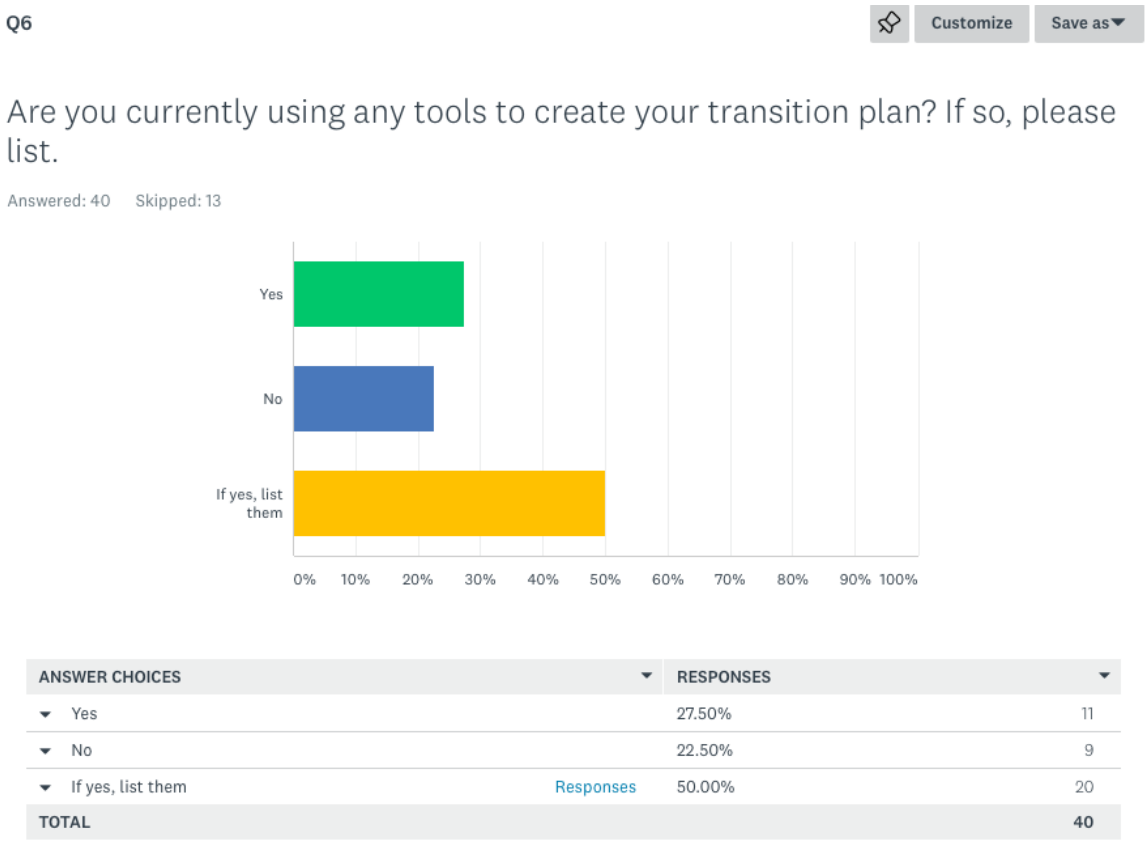
	work with, but often they are reluctant to change what "they've always done".	*Other staff reluctant to use information
31	I think it very much depends on the case manager and his/her level of experience. If they are good at engaging families and interviewing, they can get lots of valuable info on which to base the plan. One of the issues is time - case managers have a lot of demands in terms of teaching, data collection, etc. and really could do an even better job if they had a little more time.	*Depends on experience of staff *No time
32	The question is a bit confusing - am I answering regarding the TP writing process in my school or at the state level? If we are talking in my school, my perception is that it is great. My case managers all	
33	It must start early with student and family input. It should always be student-centered and outcome focused.	*Start early *Always student centered and focused
34	I feel that it is necessary for the development of a roadmap to help students reach their transition goals. The writing process itself is simple enough with proper training.	*It is necessary to help students *Simple with training
35	Some the tools we use are outdated and are not being used consistently by all educators. It makes transitioning case managers and charting goal progress difficult.	*Out dated tools *Tools not being used consistently
36	It is quick and easy to write the plan, lots box checking	*Lots of box checking

Thirty-six participants answered the question, and 17 participants skipped the questions. The findings for question five regarding their perception of the current process revealed that they felt that it's a collaborative approach. Others felt that the process allows for autonomy on how to implement and monitor the process, which allowed them to create their own process to meet their needs. Additionally, participants stated that the process should start early even though other participants felt that it was ineffective to start the transition process at a young age because they are not mature enough in the earlier stages. Also, there is staff burnout, a lack of training, restricted time to do the process effectively or create quality plans, a lack of support and buy-in from leadership due to other mandates and requirements that take priority, and no course release to provide adequate time for a quality process to

be completed. Moreover, when it comes to the transition plan and process there is a need for buy-in from students and parents because many people do not understand the importance of the plans and the way they can impact post-secondary outcomes. Additionally, students create unrealistic and/or inappropriate goals, so there is a need for realistic and/or holistic plans.

Figure 6

Q6: Are you currently using any tools to create your transition plan? If so, please list.



ANSWER CHOICES		RESPONSES	
Yes		27.50%	11
No		22.50%	9
If yes, list them	Responses	50.00%	20
TOTAL			40

Forty participants answered the question, and 13 participants skipped the question. 27.50% of the participants stated that they currently are using various methods to create transition plans. 22.50% of the participants said they do not, and 50% of the participants listed the methods they use.

Table 6

Q6: Are you currently using any tools to create your transition plan? If so, please list.

Participant	Response to Research Questions	Category

1	Student interviews, informal picture assessments	*Interviews and assessments
2	We use in-house tools such as personally developed student interview forms, transition meeting guide sheets, and a transition plan writing rubric.	*Interviews, meeting guides
3	Assessments	*Assessments
4	• MECA Interest Indicator, O'Net, Learning Style Inventory, Casey Life Skills, MECA Learning Assessment Programs, Virtual Job shadow, Transition Planning Inventory, Student, Parent, and Staff Interviews	*Various assessments, interviews, online career exploration, surveys
5	• Life Planning Tool, Charting the Life Course, in-house made person-centered planning interviews, our own Performance Indicators, self-determination matrixes, other checklists and tools gathered from years of networking and research.	*Interviews, various, matrixes, checklists, and other tools
6	OOH, O'Net, CDM, interviews and other career surveys.	*Assessments, interviews, surveys
7	The Transition Plan Matrix on the Indiana University Website	*Matrix/ websites
8	Maryland Online & Online Transition Assessments	*Assessments
9	Teachers are using very few, but we have MANY available (if you are talking about assessments?)	*Uses few assessments
10	VR has an internal online case management system.	*Private system
11	• New Jersey Career Assistance Navigator, parent assessments, team-based assessment, frequent collaborative meetings.	*Assessments *Collaborative meetings
12	Input from COPES, CAPS, COPS	*Private systems
13	• ONET, My Next Move, Pre-Employment Transition Services, and a whole list of websites from DOL and many other Federal agencies for labor market research, assessment	*Assessments *Pre employment services *Websites

14	Casey Life Skills, informal work-related interest inventories/work preferences, TPI, skills-based assessments, work performance rubric	*Assessments *Inventories/ surveys *Work based learning
15	Enderle Severson Assessment	*Assessments
16	New Jersey has a website called NJCAN that I use regularly.	*Websites
17	PATH, State provided forms	*Private system *State forms
18	TGAP, O*NET, transition assessments	*Assessments
19	● Formal and informal assessment, grades, progress report, parent/student interviews, disciplinary records, community/agency involvement and their reports. Basically, any pertinent info that informs us about the student, their skills, and their goals for adult life	*Assessments *Interviews *Educational documents *Agency reports
20	ONET Casey Life Skills various goal banks	*Assessments *Goal banks

The results from question six show the methods that participants currently are using, which consist of interviews, assessments, surveys, career exploration tools, matrixes, inventories, websites, and real-word experience. These methods and/ or tools help to develop the transition plan and are vital to the process.

Table 7

Q7: What types of transition activities do you use for students?

Participant	Response to Research Questions	Category
1	Increasing computer skills, increasing self-advocacy skills, interest inventories, career videos, Pre-ETS	*Computer skills *Self-advocacy *Career exploration videos & programs

2	Work-based learning activities that cater to student independence, related services that promote communication and behavioral health to assist with future employment, academically-necessary classes, and daily living classes	*Work-based learning *Related services that supports skills
3	Jonny will use total communication to make requests for personal and social needs. Johnny will use the list to retrieve up to 4 items for 2 different vocational tasks. Johnny will receptively be identifying letters of his name, receptively identifying colors, receptively identifying community signs	*Self-advocacy
4	We write the activities. The sponsor teacher carries them out.	*Collaboration
5	We have informal assessments; work-based learning programs, CTE, a partner program with our VR agency and some direct instruction.	*Assessments *Worked-based learning *Partner with agencies
6	Basic psychometrics Situational Assessments Work Samples etc.	*Assessments *Work samples
7	Transition activities typically involve improving communication, vocational skills, and independent living skills.	*Self- advocacy *Vocation skills *Daily living skills
8	Visual - Video presentations with follow-up questions, mock job Interviews, resume writing using a variety of templates that include first time employment to more experience, Career Day both in-person and virtual, College Fairs both in-person and virtual. Job Information sessions, and a Transition Curriculum developed for each grade starting in 6th through 12th. Workforce training program that is in partnership with a local Community College Continuing Education Department where students earn certification in a number of career clusters.	*Career exploration *Vocation skills *Assessments *Partner with agencies
9	Career planning with guidance dept. Assessment checklists PA Transition Planner Work Skills Assessments Interviews	*Assessments *Career planning *Interviews
10	Hands-on work experience - in the community whenever possible and feasible for a student's age, ability and schedule; independent living skills instruction; on-campus work rotations for students in the discovery stage	*Hands on experience *Independent skills
11	Depends on the kid	*Based on student
12	Usually taken from the LEA's list of acceptable activities.	*Activities

13	Typically paper and pencil or interview. Occasionally authentic assessments are used.	*Interview *Assessments
14	Transition assessments Interest Inventories Career exploration videos	*Assessments *Inventories *Career exploration
15	This is really vague...the activities are as diverse as the students and their needs.	*Various activities *Students needs
16	Websites (MN Career Information System, VirtualJobShadow), Pre-ETS related activities, work experiences, things listed in our MN Pre-ETS Toolkit: https://mn.gov/deed/assets/pre-ets-toolkit_tcm1045-331934.docx	*Websites *Online career exploration tools
17	Job site internship, high school partnership, COPES, CAPS, COPS assessment, situational assessments, college visits, informational interviews, informational visits to employers.	*Internship *Partnerships *Assessments *Interviews *Career awareness
18	Community based instruction, work-based learning, collaboration with groups including out local CIL, Onestop, and the ARC of New Jersey	*Work-based learning *Collaboration *Assessments
19	Course selection, resume writing, career awareness, career fairs, college fairs, job sampling.	*Career awareness & exploration
20	Informational interviews, job shadowing, work-based learning experiences, exploration of post-secondary training, career assessments/inventories on various youth-focused websites such as My Next Move, My Skills, My Future, Get My Future, and exploring occupational info on sites like ONET.	*Interviews *Career exploration *Work based learning *Assessments/ inventories
21	Work experiences called internships, journal, project SEARCH curriculum, self-advocacy instruction, finances, Virtual Job Shadow program, Skills to Pay the Bills, mock interviews, completion of documents, pay stubs, professional behavior, communication- lots of resources from various places. There is a basic curriculum, but sometimes we need to find things that fit circumstances.	*Hands on/ real world experience *Self advocacy *Independent skills *Transition curriculum
22	I use the James Stanfield Life and Job Smart Curriculum, the Life Centered Education Curriculum, and the Brigance Transition Skills Activities binder for lessons. I also use the Envision It Curriculum. I do wish that we can continue to go into the community but our district stopped it. Students were, without COVID-19, going out into the community 4 hours per day 4 times per week. In the mornings they would work on reading/math and in the afternoon vocational skills. One day per week was spent in school working on independent living skills either in the classroom or in the community.	* Transition curriculums *Real world experience *Independent living skills

23	Work sites, classwork, and community outings.	*Work based learning
24	Interest Inventories, job fairs, exploratory activities on websites such as O'Net, state websites, etc.	*Inventories *Career exploration online
25	Formal and Informal Assessments Agency Involvement Transition/Job Fair College/Trade School Visits Part time jobs (real life work experiences)	*Assessments *Career awareness *Real world experience
26	Employment training at varied community sites, community access activities and travel training, on site daily living skills instruction	
27	The activities are all based off what their career goal is. Education/Training - visit/research colleges, completing the FAFSA, taking the ASVAB, etc. Employment - watching career YouTube videos, visiting a place of employment, attending career guest speakers, job fairs, job shadowing Independent Living - writing checks, opening up a bank account, budgeting, understanding the food pyramid, creating balanced meals, understanding your rights if arrested, etc.	*Career exploration / awareness *Independent living *Post-secondary training
28	Career research post sec training research o-net online and paper interest and aptitude inventories personality inventories	*Post secondary training *Inventories
29	Interest and career inventories, situational assessments, job sampling reflection logs, goal setting and reflection, career exploration sites like One-Stop. Arc of NJ/DDD provides monthly transition instructions, regular presentations by employers, politicians, and community workers. We also have virtual sessions with peers in other districts to work on interview and friend making skills. We make regular virtual visits to residents in nursing homes where we ask questions and share interests with others. We explore jobs on Indeed and Match qualifications of students. We usually have community-based job sampling and exploration. Students participate in Community Based Instruction (CBI). Students present PowerPoint at their IEP meetings. Older students mentoring younger students. Students with strengths in one area lead instruction in that area.	*Inventories *Assessments *Career exploration *Partnerships/ community-based instruction
30	All of the Pre-Employment Transition Services.	*Employment
31	PATH Personal Observation and assessment	*Observation/ assessments
32	College visits, business tours, transition assessments, job skills, daily living skills, budgeting, house hunting, job applications, job shadow, resume building, interview tips, workshops with peers - I do a lot, I know I have forgotten some.	*Assessments *Career awareness *Post-secondary training
33	You name it- everything from learning to reset a circuit breaker to job shadowing	*Career exploration

34	Depends on the student and their needs. General activities: work experiences, pre-employment skills development, resumes, and social media awareness as it relates to transition, how to find supports and services after HS (work, college etc....)	*Real world experience
35	Academic, training, behavioral,	Post-secondary training
36	Depends on the student's identified needs. Evidence-Based practices that yield positive results i.e., work-based instruction, self-determination skills development, and career exploration activities both virtual and in-person.	*Career exploration *Skill development
37	Research, job shadowing, paid/unpaid internships when available, community service, career and college exploration, independent living activities, employment opportunities, development of soft skills through instruction and practice	*Real world experience *Independent living skills *Develop soft skills
38	Real world based and linked to post-secondary agencies	*Real world experience

Thirty-eight participants answered the question, and 16 participants skipped the questions. Question seven's findings for types of transition activities that participants are using currently consist of career exploration videos and programs, real-word experience, collaboration with agencies, various curriculum, post- secondary educational training, skill building such as self-advocacy, self-awareness, and self- determination, job readiness skills, and independent living skills such as banking, social interaction, and community involvement. These are activities that they currently use within the transition plan to develop or increase student skills.

Table 8

Q8: What transition content and/ or activities do you find successful and why?

Participant	Response to Research Questions	Category
1	Always a work in progress. But the inventories and career videos because they can be fun to do with the students	*Inventories *Career videos

2	Things that can be embedded as part of their work-based learning internships work well because the transition specialist has more control over those types of things	*Work based learning
3	Activities that the classroom teachers work on as well.	Activities
4	?	
5	I think all that was mentioned is helpful in getting us more information about students likes, dislikes, interests and strengths. I wish we did more direct instruction. Right now its mainly with our students who are alternately assessed but little is done with the students included in our general curriculum in terms of transition related instruction	*More information about student *Direct instruction
6	Vocational Evaluation - with one-to-one work sample assessment. Provides a deconstructed look at what an individual can currently do, what their current interest level is and what their aptitude for learning more is.	*Vocational evaluation/ assessment
7	Completing hands on tasks with the students I serve is most beneficial to them because all of them have some degree of intellectual disability and the practice helps them move towards independence.	*Hands on experience
8	Transition information and activities that have shown to be successful is the Workforce Development program. This allows students to participate in courses that help to prepare them for all types of jobs.	*Vocational work
9	1. Banking skills/money management- I provide the material and instruction at the student's level 2. Registering for Selective Service and online applications for schools or community programs- I am able to work on this with students. 3. Post-secondary school visits- When the school was able to take groups on campus tours.	*Financial literacy *College visits
10	As much hands-on, real world experience and opportunities as they can get. Completing a career interest inventory online does not provide a student with the information they need to determine whether or not they really enjoy a task, work skill, environment, etc.	*Real world/ hands on experience
11	SSL	
12	Those that are specific to skills training and college prep	*Skills training *College prep
13	The transition activities that I find most successful for students are the Career exploration videos. These videos give the students a realistic view of the job, daily duties and responsibilities, and training and education needed.	*Career exploration videos
14	I'm sorry, I'm not sure how to answer this...pretty vague as well. Because we (try) to individualize activities as much as possible, they (shouldn't) be generic. We do have a few overarching activities for	*Individualized activities College partnerships

	different populations; for example, for seniors interested in our community college, we have a collaborative group including the DSPS office to coordinate on the enrollment process and get students enrolled/connected with DSPS.	
15	Hands-on activities are the best- gives the student context and engages them better, videos are nice, work experience, job shadows, mentoring, etc. are the best (they are REAL world experiences)	*Hands on activities *Videos *Real world experience
16	Job site internships give students a taste of careers and ASE student certifications. We have also accompanied students to courses such as cosmetology, college courses, provided EMT training, provided dog grooming training and other. Actual hands-on training is the most successful as students can put training on their resumes and are more marketable.	*Real world experience *CTE training courses *Resume training
17	With modification even a small step seems to bring useful knowledge, so we just keep trying.	
18	Career Awareness is most successful because students are very unsure of what they want to do and what it takes to achieve their goals. Through awareness they get to learn about various careers and the steps it takes to get to that position.	*Career awareness
19	Things that are interactive and give the student an opportunity to experience an occupation or situation. The more personal it is, the better it helps them assess if that meets their interests, needs, strengths.	*Interactive activities
20	It depends on the student's needs and abilities. Skills to Pay the Bills works for most. The Project SEARCH curriculum is being revamped, so I hop to use that more regularly next year. We have used an online journal to connect students from other Project SEARCH sites in South Dakota. The questions are often work related. Students find it interesting that there are similarities despite location. We also connect through Zoom a bit.	*Financial literacy and other curriculum
21	I find the James Stanfield videos successful because it provides a video model. I do like Edpuzzle videos as well due to the modeling. However, either lesson has to be supplemented and explained very systematically through alternate, teacher created lessons. I have yet to find any curriculum that I do not have to supplement. The Life Centered Education curriculum is a great scope/ sequence and allows for activities.	*Videos *Transition curriculums
22	Real life. Anything in the classroom is in a bubble and is not generalized.	*Real world experiences
23	Videos about different jobs	*Career videos
24	Informal discussions with youth about what their personal work, living and postsecondary dreams. More discussions the better and encourage youth to discuss their dreams with family and friends.	*Discussions with youth

25	The community-based employment training has been very valuable; travel-training activities have been critical to supporting on going employment opportunities.	*Community based employment *Travel training
26	Anything that is interactive and where they can learn first-hand; utilizing surveys; speaking to parents	*Interactive activities *Surveys *Parents
27	The simpler the better	
28	Level of reading, accommodations limited, tend to be bias. They don't provide enough feedback to help students in a realistic manner.	*Bias resources *Not enough feedback
29	Work experiences are crucial in helping the students to develop the concept of work and learn what they like or dislike about different work settings.	*Real world experience
30	Parent input, student input, and pre-pandemic community opportunities.	*Parent/ student input *Community partnerships
31	All of the activities listed in 7 - I know my students well and I tailor what I am doing to their needs and interests.	*Based on students' needs
32	Ones that are meaningful to the student and family tend to be most beneficial and successful - usually the student is more responsive and invested as are the parents	*Parent buy in
33	Activates that are specific to the students' needs are most often the most successful ones.	*Specific to student needs
34	Activities are able to be applied across curriculum work well because teachers and or classroom assistants are able to notate progress	*Curriculum
35	Depends on the student's identified needs. Evidence-Based practices that yield positive results i.e., work-based instruction, self-determination skills development, and career exploration activities both virtual and in-person. They have proven over time to be strong predictors for success. Students remain engaged and are likely to stay in school until graduation/completion of the program.	*Evidence based practices such as work based learning, career exploration
36	Research-allows students to see what is needed to enter a career field of interest Job shadowing/internships-allows students the opportunity to see if they like a career.	*Research *Real world experience
37	The diploma bound content is good, but the content for our certificate-bound students is not adequate.	*All content is not always adequate

Thirty-seven participants answered the question, and 16 participants skipped the question.

Question eight's results for transition content and/or activities participants find successful consists of

hands-on and/or real-word experience, skills training, career exploration videos, and financial literacy, which also impact post-secondary outcomes.

Table 9

Q9: What barriers have you found using online programs for transition?

Participant	Response to Research Questions	Category
1	Too much reading, language is too challenging, pictures are too babyish, pictures are hard to explain, same types of job in pictures repeated	*Too much reading/ challenging language *Inappropriate pictures
2	I do not have a lot of experience with this.	
3	Expensive	*Expensive
4	I have researched some to see if any might be a match for us. I have not found one as of yet. They are either too expensive, or don't give what I am looking for. I'd like some kind of com of transition portfolio and assessment tool that staff can access as well as students and that is something students can take with them when they leave us.	*Too expensive *Not a match for program
5	Not everyone engages in online activities well. Need to use multiple and flexible options	*Not everyone engages *Need to use flexible options
6	I have not had access to online programs for transition.	*No access to online tools
7	I haven't found too many barriers; the online programs have become more user-friendly, and offer a wider range of information that students can access about any and all types of jobs. For example, students can watch videos on a professional in their area of interest, one that talks about the education and experience needed for that career.	*No barriers *User friendly *Offer more information
8	Some programs ask the questions but don't provide the appropriate feedback for the student's level. Some programs have you jumping around so much that you lose information and struggle to find appropriate help to navigate. Also, some programs are not related to the student's area.	*Don’t provide appropriate feedback *Hard to navigate
9	A student's lack of personal, real-life experience makes it difficult for a student to determine their interests, preferences, likes and dislikes in terms of work and career and thus education.	*Lack of experience (student)
10	Tech stuff	Technology

11	Keeping confidentiality	Maintaining confidentiality
12	Students sometimes have difficulty independently using technology to access or complete the transition programs and activities.	*Students can't access or complete independently
13	I'm not sure what you mean by online programs? Things like EVERFI?	
14	Not everyone can access them; they don't connect with other online platforms; data privacy; not everyone "buys in" to use one platform together	*Not everyone can access *Not functional to other programs *Privacy *Buy in
15	They provide only general information and are not engaging. Students often benefit more from hands on experiences.	*Not engaging *Hands on experience more beneficial
16	Ability for parents to successfully navigate through programming. Consistency of student participation	*Hard to navigate *Consistency
17	The barrier is the students' ability to navigate the program to fit their needs.	*Hard to navigate
18	Not all students are able to access online info, and some students really need help to take the information apart and break it down to understandable pieces. Some students have shaky access to internet at home (due to COVID restrictions for in-person learning) or need more one on one assistance.	*Can't access info *Challenging language *Access to internet *Need one on one assistance
19	For students, I think it's a barrier when someone assigns them activities through an online platform without connecting one-on-one or in small groups to make connections and monitor learning.	*Student learning before using online tools
20	The students respond better in person. Online programs are great supplements but nothing is better than in the community. The students miss it.	*Better in person
21	They are not written for my students so I take pieces from many programs to meet their individual needs.	*Doesn't not meet student needs
22	Can't get the same level of experience as interacting in person with jobs	*Better in person/ real world experience
23	The personal factor of human interaction. Online programs serve a purpose for youth to perhaps generate interest in an area that they may not otherwise considered.	*No human interaction
24	Access can be difficult for some students, also lacks authenticity	*Difficult to access

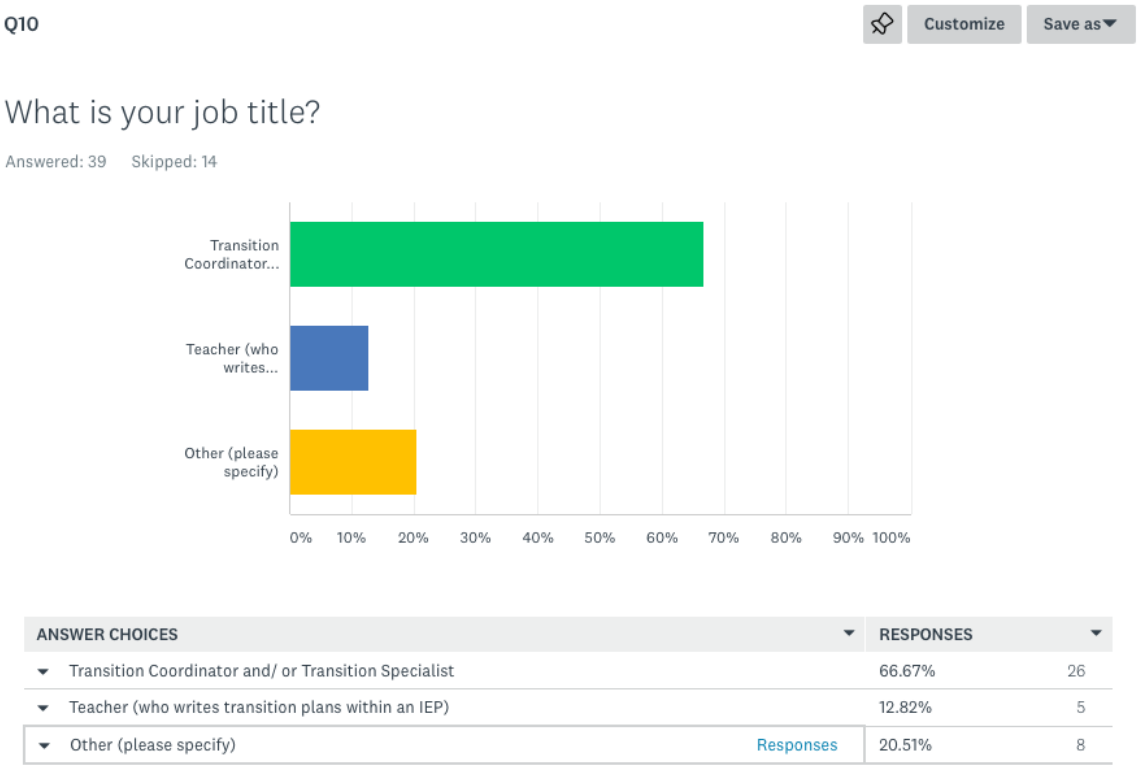
25	Training for educators to know how to implement such programs, attendance for students	*Training for staff *Student attendance
26	One barrier that I have found is that no online program meets the complete needs that I have.	*Doesn't meet needs of program
27	Level of reading, accommodations limited, tend to be bias. They don't provide enough feedback to help students in a realistic manner.	*Bias *Not enough feedback
28	Many are not flexible enough to work for students with all different kinds of disabilities. Finding quality programs for students with multiple and severe disabilities if very difficult. I would love to see some focused more on these students and different learning needs and styles.	*Doesn't work for all levels or disabilities
29	Lack of individualized resources for students with multiple sensory disabilities.	*Not individualized
30	I have not used any online programs other than O*NET	
31	Students are rather turned off on anything virtual at this point, some students do not have access or good enough WIFI at home, or the only device that he/she can use is their phone.	*No access to internet
32	Transition is not a 1 size fits all deal - it needs to be highly individualized. Cost is also a factor.	*Expensive *Must be individualized
33	Students are more likely to become less enthusiastic with repetitive online activities than with in person.	*Repetitive activities can become boring
34	Students are not as engaged as actual in person hands on programming	*Better in person/ hands on
35	None at this time	

Thirty-five participants answered the question, and 18 participants skipped the questions. The findings surrounding the barriers participants found when they were using online programs revealed that most online formats are expensive, inaccessible, or hard to navigate in terms of the users' experiences. Participants also stated that a lack of student training and support and a lack of internet access are additional barriers that they faced. Another barrier was modalities, which reflects the delivery of the same information in different formats in addition. Students are more engaged in person, and there is no human interaction in the virtual environment. The impact of the COVID-19 pandemic

demonstrated that the lack of human interaction can be mitigated through synchronous online interactions such as incorporating classes using Zoom and other interactive programs.

Figure 7

Q10: What is your job title?



ANSWER CHOICES		RESPONSES	
Transition Coordinator and/ or Transition Specialist		66.67%	26
Teacher (who writes transition plans within an IEP)		12.82%	5
Other (please specify)	Responses	20.51%	8

Thirty-nine participants answered the question, and 14 participants skipped the question. 66.67% of the participants stated they were a transition coordinator/specialist. 20.51% of the participants stated they had a different title, and 12.82% of the participants listed their job title as a teacher.

Table 10

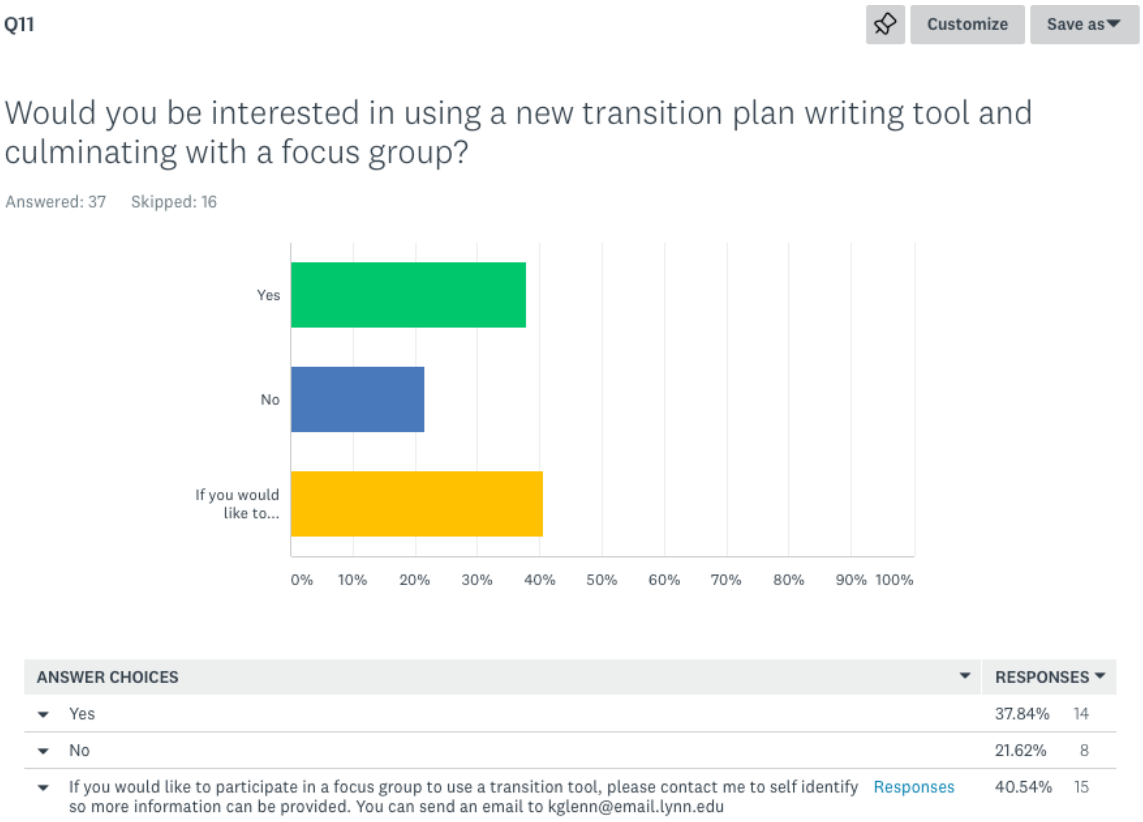
Q10: What is your job title? (If not listed, chose other and specify)

Participant	Response to Research Questions

1	Regional Transition/Workforce Development Coordinator
2	Special Education Teacher/Transition Teacher
3	Education Director
4	● Transition Coordinator, Teacher of Students with Emotional and Behavioral Disabilities, and team member for our 18-21 transition based program
5	IU TaC Transition Lead
6	● School Social worker who writes transition plans within the IEP
7	Secondary Transition Performance Specialist
8	Student

Figure 8

Q11: Would you be interested in using a new transition plan-writing tool and culminating with a focus group?



ANSWER CHOICES	RESPONSES	
Yes	37.84%	14
No	21.62%	8
If you would like to participate in a focus group to use a transition tool, please contact me to self identify so more information can be provided. You can send an email to kglenn@email.lynn.edu Responses	40.54%	15

Thirty-seven participants answered the question, and 16 participants skipped the question. 37.84% of the participants said they would participate in a focus group. 21.62% of the participants said they would not, and 40.54% of the participants self-identified themselves using the survey tool while the rest of the participants sent an email to self-identify, which was a grand total of 26 participants.

Qualitative Results

During the focus group interview session, the researcher observed that the participants were relaxed and eager to participate in the activity, and they interacted with others within the group. As the researcher asked questions, the participants waited to see if others would respond first. They were respectful and avoided talking over each other, and participants would smile or nod in agreement when

their peers would give responses. The focus group consisted of 12 participants. Ten of the participants were women, and two of the participants were men.

Table 11

Focus Group Participant Names and Demographics

Participants	Demographics
Cheryl	Female
Sarah	Female
James	Male
Amanda	Female
Janet	Female
Barbara	Female
Olivia	Female
Brenda	Female
Robert	Male
Kelly	Female
Renee	Female
Terri	Female

The procedures for the qualitative component were as follows: those who consented to participate in the focus group via the last question of the survey were sent another survey money link to complete the focus group informed consent as question one. Then, the next question provided directions and a link to access GTAP. The researcher created a Zoom link and sent it to participants for the focus group sessions after selecting dates using Doodle, a polling calendar tool. The researcher developed four open-ended questions for the focus group to evaluate and receive feedback on their experience using the GTAP tool. To bracket bias, the researcher consulted with the dissertation

committee to ensure questions were objective and in alignment with research questions and utilized past tools to create questions. During the focus groups, the researcher took notes throughout the interviews just to ask follow-up questions. The researcher observed that the participants were very comfortable, engaged, and ready to give feedback. The participants asked questions if they needed something clarified and asked questions about the tool such as, “Will a feature be added?” The researcher allowed the sample population to speak without interjecting too much to avoid influencing the sample in any way.

For the qualitative data collection, 28 individuals consented to participate in the focus group using Survey Monkey, but only 21 participants accessed the GTAP tool. 12 participants participated in the focus group interview session via Zoom. Demographics such as gender, ethnicity, and age were not surveyed during this study; however, out of the 12 focus group participants, ten participants were women, and two participants were men.

The participants were asked 4 questions in the focus group: 1) What has been your experience using Glenn Transition Action Plan?; 2) What did you like about the Glenn Transition Action Plan?; 3) What would you change about the Glenn Transition Action Plan?; 4) Would you recommend the Glenn Transition Action Plan to be used by someone else? The overarching themes for the focus group questions were that they liked that there was one central location to house information, the information could be shared, and it was user friendly.

Table 12

Q1: What has been your experience using Glenn Transition Action Plan?

Participant	Response to Research Questions	Category
Cheryl	● I like that there's not a lot of steps. I’m thinking of the population of students I work with, I could see them being successful using it without a lot of help on my part or sponsor teacher. ● I agree with the icons I like that idea	*Not a lot of steps *Doesn’t need much support *Use icons

Sarah	● I did click on it when you first sent it and it was very easy to navigate around and so it was very simple that way.	*Easy to navigate
James	● Yeah, I thought it was pretty intuitive. It's self-explanatory and doesn't require a lot of instruction to get through it. The way it's set up is pretty linear. I kind of disagree in terms of the color; I think for some of our kids maybe a little bit more color and maybe some icons that would kind of spell out or speak to what it is that they're asked to do might be helpful. So the words as well as maybe an icon or something like that might lead to context clues for readers who struggle.	*Intuitive *Minimum instruction required *Set up is linear *Needs more color and icons
Amanda	● Well, I haven't used it yet but for my students, I work with multi-needs students who are deaf-blind so it's really a different world for me. Some of your focus is on the students who can actually answer for themselves and who will go on to either live or work independently and that's not the group that I work with so I was hoping for some more resources for those parents who are doing this for their students. They will live in either an intermediate Care Facility for the developmentally disabled or in a group home in a CILA-Community Integrated Living Arrangement for them to understand how that process works cause that's the kind of help that I see for many of our students in Illinois and that I work with. ● I was just going to say that I would like to see some linkages and resources to your deaf-blind project for students who are still in that earlier stage of transition and The Bureau for blind services for those who might need that when they exit and to learn how to access an adult interpreter. Many of our students who don't know how to do that on their own are used to an educational system that does that for them, so those types of resources would be really helpful for our students and our families. ● I guess also things about how to access a PAS agent or linkages like that so parents know how to find what their pre-admission screening agent is and how to access funding for adult services. That's something that our parents often struggle with. We spend time individually working with every family and sometimes the same issues because there isn't a good resource out there for them, where I think if you could incorporate some of that it would be less of a burden or less time consuming for us to work individually with every family explaining how the system works. If your tool could help with that it would be great.	*Not friendly for deaf/blind *Need resources to help parents *More resources for deaf/ blind
Janet	● I haven't used your tool plan yet but I like to use a program that is also video and audio because I have many students who are reading way below grade level and they can't read the words as much but if they hear it then they can answer the questions and then that way I'm not reading it to them because I really want them to do it on their own so my thing is to have an audio-video	*Need audio/ visual component

	component for those students that I deal with that are very low readers ● Quick question because I really haven't had a chance to look at your tool, is there information there on housing, Assisted Living housing or independent inclusive community housing, or anything like that?	
Barbara	● I've used the tool only for myself I work with the majority of ED students and a lot of what's in the tool are items that I use and I like that it is something that my students will be able to see all of their transition items in one space kind of like a digital portfolio for them. So I feel that the items that are there are helpful because again it's everything that I work with in one place so I think it will be really useful for my students.	*Use items in tool already *Like things are in one place
Olivia	● I also just have tried it myself just playing around with it. I've been looking for a tool for a little over a year now and I've not been able to find anything that meets my needs. I want something that's kind of part portfolio but part almost file cabinet of Assessments and things. But I want it to be like a shared thing that a student can access it and then I can access it as the transition coordinator and tool they could potentially take with them after they graduate so this has been really helpful to look at. I think it's great cause it has so much in one place and it's the closest thing I've actually found to what I'm looking for so I've been playing around with it myself. I work with all levels of students so I would say the vast majority would be able to manage using this tool either on their own or with support. With just a smaller percentage with higher support need that probably wouldn't but for the majority of my students, this would be appropriate.	*Like things in one place *Closest tool to what they're looking for *Majority of students can use on own or with support
Brenda	● I agree I like that everything's kind of there in one place. I also like that it has information specific to those areas because sometimes I think that's the hardest thing for people to find or what are the resources in your area. I also work with students who are deaf-blind and many of our students right now have multiple severe disabilities and so I think some of the concepts may be a little difficult to grasp in some of those assessments but overall I really like having all that information right there, you just download it once they're done so yes I like that.	*Like things in one place *Information specific to certain areas *Some concepts may be hard to grasps for deaf/ blind students in assessment section *Assessments are downloadable
Robert	● Right now I used it as an idea generator for my purpose and I kind of typically jump around and try to find materials and things I could use alongside it. This is my first year running my program so I don't have as focused a curriculum, so I would like to get a little bit more and that's what really interested me about it because it	*Idea generator *Curriculum focused *Provides structure

	was curriculum oriented and would give me a little more structure to what I am doing right now.	
Kelly	● I noticed that you have a lot of the same resources that I rely on; you also had those there as well and so I think you got some good things there for the tool. ● I was more familiar with those types of assessments but on the resource page, I didn't spend as much time there. I kind of clicked through some of them, since they were Regional I didn't know which ones would be applicable to my particular area. Are you looking for people only in your area?	*Resources I use *Familiar with assessments *Didn't know if it was applicable to my area
Terri	● It's easy to use. It's organized in a synchronized manner to help students follow through with their ideas and their future planning.	*Easy to use *Organized

Question one's themes were that it was user friendly and a positive user experience, one central location for information, and that it's not accessible for those with disabilities and could use an audio/ visual component.

Table 13

Q2: What did you like about the Glenn Transition Action Plan?

Participant		Category
Cheryl	● I like that it doesn't have a lot of colors because at times I've seen assessments that are very colorful and I think it's distracting. I think it has enough color but not too much.	*Like that it does not a lot of colors
Sarah	● I thought where you had the goals it would be nice if there was a post-secondary education goal to kind of line up with the IEP. I don't know where there's a job goal, post-secondary Education and Training goal, or Independent Living	*Have goals align with IEP
James	● Actually, I had a special like. So one of the things I really like is the resource section; which I think is extremely thorough and well thought out. I mean that has more resources than I could even conjure up on my best day so the resource section is really well developed.	*Liked resource section- extremely thorough and well developed
Brenda	● I really like that selection on guardianship. I think that parents often only hear that there's one option your student needs a guardian and I don't think you can ever get too much information out to parents about that so I really like that section.	*Liked guardian section

Barbara	• I like the resources section because it's very helpful and has a lot of tools and information there. I like the goals Section because it allows students to be able to access and remember what their goals are whenever they need to get a reminder. I also like that in the goals section you can do the checkboxes so that they can monitor their own progress working towards their goal. I like the assessment section as well and that you can keep track of your results there too and that it links you to certain assessments as well so those are the sections I like.	*Liked resource section- helpful, lots of tools and information *Liked goals section- students can monitor it, can remember it *Like assessment section- keep track of results, links to certain assessments
Olivia	• I also really like the resource section it covers a lot of ground and I love the assessment section. I'd like to see more I mean I feel like assessments are a rabbit hole because you can have hundreds and hundreds so I think you do need to keep it manageable for people but it might include a few more choices. I wonder if there's a way to have the assessments as the first thing and the goals be later so if there's a way to get yourself from the assessment section and what you learned about yourself then to the goal sections so that you're getting the information and then that'll help you to formulate your goals. If remember correctly the goals come before the assessments but I'm not sure I may have it backward. But if there's a way to kind of link whatever you're learning about yourself in those assessments and then just take that right into the goal selection. But I would say the resource and the assessments are the key sections. • Yea that's actually exactly where I was going with that. I was going to say that I love the idea of having little clusters of a few different ones and exactly what I was going to say is having a variety of different levels of Assessments. I know when I'm going to do one; I am asking the teacher what can they do? What can they handle? And then I'm choosing which one might be a match for them based on what they can handle so I think you're exactly right I would totally agree with that.	*Liked resource section- covers a lot *Liked assessment section - Need more choices -Assessment section to link to goal section -Categorize assessments by theme and levels
Janet	• I'll just say ditto to all of that. With the assessment section there is a lot of assessments maybe in categorizing them here are all of the career assessments, interest assessments, Independent Living assessments, self-advocacy assessments, and just break it out that way you know the student and the educator, transition person, and SPED teacher can go back in and say okay I want you to do this first, next is this one, choose whichever one that you like to do but here are the categories of them because this is related to the goals that you're going to want to come up with for your IEPs.	*Categorize assessments – break down by type

Amanda	● Maybe if there was a way to have them in levels so that there are things for the students who have the most significant needs. It might be pictures, down to the students who actually read. So that there was a hierarchy of here's what's easy, here's what's hard so that you could kind of plug your student into that level that they would need	*Assessments-break down from low needs to significant needs, hierarchy of easy to difficult
Robert	● It was created to put some focus in some areas; I can go to independent skills and self-advocacy and get some ideas about what I wanted to do. I knew where to go back to if I got off track and needed to find it again. It gave a starting point and a base of operation to come back to. So it was kind of nice.	*Can use repeatedly *It was a starting point
Kelly	● I liked that you were able to put together information that could be shared with the student's transition team so that everyone would have the same information as they transition out of SPED services into adult living.	*Liked that information can be shared with team
Terri	● It was very comprehensive and that it was easy to use. It was very easy to navigate the system, very self-explanatory.	*Easy to use *Comprehensive *Easy to navigate

Question two revealed that the participants liked the goal section, resource section, and assessment section. Participants also liked how the assessments were organized. Their positive opinions about different sections demonstrated that they liked the information and/or the options provided within each section because they found that it was useful for the transition planning process.

Table 14

Q3: What would you change about the Glenn Transition Action Plan?

Participant		**Category**
Renee	● I don't know if it's a change but for my kids, my population they wouldn't be able to do this but I think it's a useful tool for their parents, me, DDA, and service coordinators to look at to see their thoughts about their students. ● I think it is probably for students; I just threw that out there just because my students are so low but it could be a useful tool for the team.	*Useful tool *Not every population can use this
Sarah	● I thought where you had the goals it would be nice if there was a post-secondary education goal to kind of line up with the IEP. I don't know where there's a job goal, post-secondary Education and Training goal, or Independent Living	*Goals section to line up with IEP *Provide some context for goal section

	• Just to add to what was said I think even with the goal section regardless of the audience that a little context like what's the importance of goals, how you set goals might be nice to walk you through why you're doing this, what are goals, and then to answer it. If it's just the goals they might be like what does that mean.	
James	• Maybe this only applies to this one section or perhaps it applies to more but in the assessment area where you click on a learning style and then you come up with your actual learning style that those different buttons that you're clicking on to determine what your learning style is you came up with kinesthetic. I guess at some level the students understand what kinesthetic means but you may want to define what kinesthetic means or just have it be in its simplest form like "physical touch" that's how you learn. You learn by doing or just use really basic language so that again I'm thinking about those who struggle in various areas. The design is for students to use, right? I mean this isn't necessarily for the parents? • Like a lead-in statement, something like setting goals is important throughout life in order to reach specific destinations. What is your goal for whatever you know just maybe something that leads to understanding why they're doing it or the importance of it?	*Make language simpler on learning style results *Add lead in statements in goal section
Barbara	• In the goals section, I think that it would be helpful to have a space where students could document in detail just their progress. I really like the checkmarks but like if they have the checkmarks there they still have to figure out if I did research, what did my research say, so I've got to go somewhere else to find it. If it could be like a place that they can put it there as well so even more stuff is in one space I think that would be helpful in the goal section.	*In goal section have space where students can document in detail their progress, research, etc *Liked checkmarks in goals section
Amanda	• I was going to say the same thing (in regard to goal section)	
Olivia	• I know we don't get to see the resume section yet so I'm not sure how that's going to be built but I'm wondering if it's going to be like a fill in the blank or if it's going to be more of a tool to help them figure out what to put on there with suggestions. I find especially with high school students who either haven't had a job or maybe only done volunteer work that it's so hard to fill the resume and so I guess I'm wondering what that section is going to	*Resume section to help them figure out what to put there as well as template

	look like but I think its much support of a tool that can be for them to build it would be really helpful.	
Janet	● Yeah just to piggyback off of the resume if there could be different categories of a resume. For example, those students who do not have any experience whatsoever and that could be almost like personal biotype of resume of which then you go down into where the student has had much more experience doing different things, even if they're not jobs per se but being in any kind of clubs and volunteer work in all of that because we know a student coming into ninth grade those eighth-graders may not have a whole lot going on. But they still need to start learning about what it means to have a resume and then any time that the student has a resume where they would need to be able to come back into it and update it because we know that you had a summer job this past summer and now you're back in school we need to put that on to your resume and make sure that you've got updated information so you see how that works as you go along in life how you update your resume.	*Have different resume categories
Brenda	● I was just going to say that as well (in regards to resume). Great suggestion.	
Robert	● I like the way it's formatted. I don't necessarily think I would change anything. As I use it more I might find some more things that I might want to do a little differently but I find it easy, accessible, and it seems like it could be used well by a lot of people.	*Liked format *It's easy, accessible, can be used my many
Kelly	● I would change the resource page to make it applicable to more areas in the United States. ● I'm not sure if this is something that it's able to do or not but if it's something that a teacher can have the main sections so that the teachers getting all the input that the students do or is it something that the teacher can only see if the students shares it with the teacher.	*Make resource page applicable to the U.S. *Can teacher access all or does it have to be shared for them to see
Terri	● I don't think I'd change anything but I think as items change or as services or local Services or local information change sometimes that would have to keep being updated.	*Update as new information changes

The themes for question three were that the participants wouldn't change anything because it is user friendly. However, some participants stated that they would improve the accessibility of the tool and provide section descriptions and overviews.

Table 15

Q4: Would you recommend the Glenn Transition Action Plan to be used by someone else?
Q5: Any other questions, concerns, feedback

Participant	***Q4: Would you recommend the Glenn Transition Action Plan to be used by someone else?***	**Category**
Cheryl	Yes	
Sarah	Yes	
James	Absolutely	
Renee	Yes	
Amanda	● I would recommend it for students who can actually provide their own input. I don't know if it's as useful for real multi needs students like I work with that really are so significantly impaired that they aren't going to be able to provide their own input into the process. I think this is for students who can actually provide their own input so I think that there's a level of student it wouldn't be appropriate for but for most students in special education this would be very useful.	*Would recommend *Very useful to most students in SPED
Brenda	● I agree I think it has a lot of potential and I'm sure that as you go through and get feedback and probably throughout time as you adjust it to what you see may be needed it's got tons of potential. Again, I really like how much information is right here so you don't have to go and search for it and you don't have to keep giving website information to students, go to Career OneStop or any of those so I really like that and I agree that having joint ability to access it and to have someone maybe to help guide through that and the thought process and conversations would be great	*Has huge potential *Like huge amount of information in one spot *Have joint ability to access

Janet	● Absolutely! You know I thought about doing something where there's everything all in one place because the information is all over the place but to have one central location where you can click on to transition coalition.org, you can click RSA and DDA, you can click on DORS, you can click on for guardianship, you can click on for colleges that have provided really good programs for students with disabilities and even with intellectual disabilities, for learning disabilities, the autism, sectioning out those colleges and what their expertise is with different students abilities and so having it all in one place that's the best thing for real for real.	*Would recommend
Barbara	● I'm always willing to recommend something to someone that I use and find helpful so I definitely want to use the tool so I would definitely recommend to other people that I thought it would be helpful for	*Would recommend
Olivia	● I would also recommend it and I would say especially if it has the capability to be sort of jointly used with a staff person at the school whether it's a transition person or their learning specialist, or school counselor where there's joint access definitely but I think still Yes to the question	* Would recommend -Especially if it has joint accessibility
Robert	● Yea, I'm newer, all resources are great. I've come across a few before, the I am determined I think it's out of Virginia I've seen that before. So it's not a critique in a negative way, so I've seen some of these before but I keep finding them then and there are a few resources I've had in the past that I've lost. So to have a spot where I know I can go there and find them, it's a useful tool and that's all I am looking for, is tools. I did mention it to one of my colleagues who is at the high school, so I did tell her about it and have referred her to a couple of the resources.	*One place for information *It's a useful tool
Kelly	● Yes I would recommend it to others	*Would recommend
Terri	● Sure, I'd definitely recommended it.	*Would recommend
	Q5: Any other questions, concerns, feedback	
Cheryl	● That's the question I had, I work with from 8th grade to high school students, and in the town, I'm in students are fairly mobile, will they be able to take this with them? Because I can see once they go to a different school or school district or as an adult taking that to the disability resource center at the next training institution. Is this portable? Can they take these results with them electronically? ● Another question I have is, does a student take this once, and then as you're going to the transition plan each year you're revisiting the IEP looking back at the results, or is this something a	

	student builds? Do they take it yearly? Because I see as students get older they're gaining skills and they know more about themselves, likes and dislikes so I can see if it's something that you get to revisit when you know more, I think it makes the results richer. ● The other question I have and it's something I run into where I live. I really liked your list of resources is there something put in place that they are updated annually because we all get a resource or get a link, a phone number and if I don't check it yearly I'll find that it doesn't exist anymore. So is it something that's kind of built-in to check to make sure the links and the phone numbers work? Because I try not to put anybody's name I just put the company's name, the address, and the website just to make sure that they're updated.	
Sarah	● I definitely think I love having a place electronically to store these sorts of things out for students and their whole team to go to is huge and so that's what I love about it and I think that it is a platform that can be built on over time. So I definitely love that piece of it.	*Liked its electronically stored *Team can access *Platform can be built overtime
Renee	● I do like that everything can be in pdf as well and easily transferable.	*Liked pdf and easily transferable
Robert	● I like it. As it grows it's only gonna get better. I haven't been able to sit down and play with it as much as I would like but the places I did go, I can use them. They were useful tools.	*It will get better with time * Liked it, useful tool
Kelly	● Is it something for all levels of students, where there are variations with some of those career interests and things like that, simplify it, or is it basically for someone who is able to do it independently	*Is it for all levels? *Are there modifications?

When the researcher asked question four, the participants unanimously stated they would recommend the GTAP tool for use by others. When they were asked if they had any other comments, the participants spoke about the positive user experience and the user friendliness of the tool.

Summary of Results

Research question one asked what elements contributed to the success of a transition plan. The quantitative research identified the importance of elements such as interviews, assessments, and real-world experience to create the plan. Additionally, the participants discussed the importance of ensuring

the plan is student-centered and develops skills that will contribute to the success of a transition plan. Moreover, the qualitative data identified elements such as having a tool that is user-friendly, identifying one central location for information, and using various sections (goals, assessments, and resources) to contribute to the success of a transition plan. Although most of the participants found that GTAP contributed to the success of transition plans, the researcher does acknowledge that there are areas that can strengthen the impact of the tool such as adding overviews in each section and providing resources for those across the United States. Those modifications were suggested by some participants.

Research question two asked how the GTAP assists educators in working with students with disabilities in the transition process. The qualitative research demonstrated that most of the participants felt the GTAP assisted educators in working with students with disabilities in the transition process. Although most of the people agreed that it is helpful and useful to students with disabilities because it is user-friendly, provides a plethora of resources, and has one central location to store information. However, there were some suggestions for areas of improvement, and some participants stated that accessibility could equal the playing field.

Chapter V: Discussion, Conclusions, & Recommendations

Introduction

The purpose of this case study research was to evaluate a tool, The Glenn Transition Action Plan (GTAP), a transition planning resource that addressed the existing gaps of creating a quality action plan for students. The GTAP allows a user-friendly implementation with fidelity and aligns with compliance requirements for transition personnel of the Individualized Educational Program (IEP) for those students with disabilities ages 14 and older across the United States.

Summary of Results

The five overarching themes for the quantitative component of this study were real-world experience, lack of consistency regarding the transition process and development of vital skills, lack of training for staff regarding the transition process, assessments, writing and implementing transition plans; lack of time to write, implement, or assess skills; and plans that check the boxes to meet compliance requirements. The experience, content, activities, and adequate time allows for the creation of quality plans that can be implemented with fidelity while assessing skills. These themes validate that there is success with the current transition plan process when it uses real-world experience and the right tools to assess the students' abilities; however, there is much room for improvement in regards to the creation and implementation of the plans.

The overarching themes for the focus group questions were that they liked that there was one central location to store information, information was easy to share, and the tool was user-friendly. These themes validated that the GTAP assisted educators with the transition process because it was easy to use and information was in one location, which aided with the transition process, implementation of the transition plan, and student buy-in.

Discussion of Results

When looking at the body of literature there were three areas that connected to the results of this research: 1) the four tenets of constructivism, 2) the eight constructivism pedagogy factors, and 3) the Kohler (1996) Taxonomy of Transition.

There are four tenets of constructivism which are 1) active recognition 2) behavior is more viable in a particular environment 3) cognition organizes and making sense of information and/or experience 4) learning is not only embedded to biology and neurology construction. It also involves your social, cultural, and language-based interactions; however, the results of this research only connected to two tenets including tenet one - active recognition and tenet two - behavior is more viable in a particular environment. Tenet one deals with active recognition such as hands-on experience and/or real-world experience. The results from the quantitative component reflected that it was imperative that the students have real-world experience to develop skills and build awareness. This is necessary because students can build awareness and develop authentic skills that help them to make informed decisions as well as cultivate skills that they can use in all environments, which ultimately help them to be successful in life and build independence. Tenet two suggests that behavior is more viable in a particular environment such as practicing skills like reading, job readiness, and social skills. When students are in a real-world environment, they can practice the behavior and/or skills necessary in that environment. For example, if students volunteer and/or intern at their local retail store, they will learn how to interact with customers, co-workers, and management and will learn skills such as fronting shelves and stocking inventory. Therefore, the quantitative results validate the importance of using transition activities for students to develop, increase, and practice various skills.

Out of the three-constructivism pedagogy factors that were related to the transition process and this research, which are 1) authentic and real world-focused 2) relevant content and skills 3) encouraging of self-regulation, self-mediation, and self-awareness. Only one factor was confirmed in the

results of this research, which was authentic and real-world environment. Again, the quantitative results confirmed how critical it is to have students function in various environments, whether they are academic, job-related, or community-based because they provide exposure, experience with coaching and assistance, and opportunities for self-reflection. Providing students with that experience allows them the chance to gain authentic skills where their success with those skills can be assessed, monitored, and cultivated.

Kohler's (1996) Taxonomy of Transition focuses on the transition process and activities. This framework has five aspects including: (1) student development, (2) family involvement (3) program structure (4) interagency collaboration, and (5) student centered planning that is broken down into subcategories of transition activities, but the quantitative results only related to three categories: (1) student development, (2) interagency collaboration, and (3) student centered planning. The quantitative results emphasized the significance and satisfaction that the process was student-focused and impacted the development of students as well as the role that partnerships with agencies and other community stakeholders played in the transition plan. This is key because the more partnerships you have with community stakeholders, the more opportunities become available for students to work and interact in those environments, which helps to develop their skills and helps them gain authentic experience. Additionally, having these partnerships also strengthened the existing body knowledge and navigation of the transition process because the communication and engagement between the students and the agencies had an early start.

The research results related to the research questions by pointing out the elements that contributed to the success of a transition plan and identified how GTAP impacted the process such as using assessments and interviews and having a tool that was intuitive and easy to navigate.

Q1: What elements contribute to the success of a transition plan?

The quantitative results identified that elements such as having a student-centered process and using various methods such as interviews, hands-on experience, assessments, and matrixes contributed to the success of the transition plan. The qualitative results recognized elements within the GTAP and indicated that having various sections like goals, assessment, and resource sections, having one central location to store information, and having a user-friendly tool contributed to the success of a transition plan. These results showed that the GTAP is an element that contributed to the success of a transition plan because it included the same sections of a transition plan and many of the same methods used to develop a plan within the tool, which helped with the cohesiveness of the process and implementation of the plan by having information stored in one location.

Q2: How does the GTAP assist educators in working with students with disabilities in the transition process?

The qualitative results identified that GTAP assisted educators in working with students in the transition process by having an intuitive tool that was user-friendly and had one central location to store information. It also impacted the process by providing a thorough resource section with information for teachers, students, and parents. Additionally, it assisted educators with the process because the information in the assessment section was transferable using the PDF format. Ultimately, the factors listed above helped to bridge the gap and eased the development and implementation of the transition process where it could be done with fidelity.

Q3: In what ways does the Glenn Transition Action Plan (GTAP) assist with implementation, ownership, and self-determination skills?

The qualitative results suggested that GTAP assisted with implementation because the students created action steps for their goals, and they were able to monitor their progress. The tool helped with ownership because most students used GTAP with little to no support from the

staff. The GTAP aided with self-determination skills because the entire tool allowed the student to make decisions on what they wanted to put in their plan (goals), how they implemented their plan (action steps) and monitored their progress, and reviewed resources that provided awareness in various areas.

Implications for Practice

The purpose of this case study research was to develop a tool that addressed the gaps of creating a quality action plan for the student that could be implemented with fidelity and aligned with compliance requirements for transition. GTAP was created and embodied the main components of the transition process while it added tools and methods used within the transition community. It also created a user-friendly space that stored information in one location.

Some of the findings from this research confirmed the inconsistencies within the transition process, which could be a result of noncompliant transition plans. The lack of training on the process and restricted time to assess students effectively and develop transition plans also could result in the creation of plans that simply check the box for compliance and the lack of implementation of the plans with fidelity. Additionally, having lack of training and time can breed staff burnout and low morale, which can impact the development of the plans and the transition process. Perhaps, the hiring of more transition specialists and having a course release will alleviate staff burnout and ineffective plans that are not implemented with fidelity and/or do not prepare students properly for life after high school. Vicki Miller's (2013) study validated that the transition process does not prepare students for postsecondary life, and the actual implementation of their goals rarely occurs. It also confirmed the need for adequate training regarding transition services and developing plans to increase staff's understanding of the transition planning process. Miller's research also revealed that teachers must move beyond meeting bare minimum compliance requirements to increase postsecondary outcomes of students with disabilities.

This research demonstrated the overall satisfaction of the GTAP because of it's in one location, user-friendly nature, and the way it bridged the gaps of some of the findings with implementation and helped staff develop effective and compliant IEPs. Furthermore, GTAP will provide training for teachers on how to use and implement the tool for transition planning to increase the understanding of the process and the accessibility of the tool for the staff and to decrease staff burnout and low morale.

Limitations

The limitations for this study were the sample size and time frame to use the tool. The list-serve used in the study had 85 to 150 or more people; however, this study included 53 participants in the actual survey, and of those 53 participants, 28 participants stated they were willing to participate in a focus group. Of the 28 participants who gained access to the tool, 12 individuals participated in the focus group interviews. Although many people were willing to participate in the study, the actual participation numbers show that some participants may have been willing, but they changed their minds and did not participate. Moreover, even though the number of participants for the survey and focus group was adequate for the study, if more people would have chosen to participate in the pre-survey, the data could have provided more information on the research specifically with GTAP. Another limitation was personal biases which could have influenced participants' willingness to participate, and some of the responses might have been impacted by staff burnout and a lack of consistency within the transition process. The participants had a choice to answer all questions in their entirety, but in the quantitative research, some participants chose to skip questions, which is another limitation and could have impacted the research. Therefore, the research could examine why participants chose to skip questions and rephrase those questions in the future.

The time frame the participants had to use the tool also might have impacted the feedback and assessment of the tool. Although the sample population had six weeks to use and/or assess the tool, that may not have been an efficient amount of time especially with the obligations of their school

districts, school priorities, and personal lives. Additionally, most of the survey participants were providing virtual learning while they were working during a global pandemic, which could have impacted the survey data.

Recommendations for Future Research

Currently the Glenn Transition Action Plan (GTAP) is an electronic tool that is easy to navigate and can store and sharing information for the transition plan. For research purposes, the tool only was available using one format: a desktop or laptop. It has four active components (profile, goals, resource, and assessment section) that were accessible for this research. The resume tab was displayed, but it was not active. The goals section allows students to create goals and action steps in addition to monitoring their progress. The resource section provides a thorough list of resources, tips, links, and much more information for those in a certain region of the United States. The assessment section currently has five different categories of assessments, and the results are in a shareable format. The tool meets the needs of most students with disabilities who need minimal to no support using GTAP.

The researcher plans to expand access to the Glenn Transition Action Plan (GTAP), and it will be available on all devices such as tablets and phones. It will be accessible for students with all disabilities by adding audio visual components, closed captions for the hearing impaired, and other options. An avatar will be added to act as the case manager, and the avatar will help students navigate through the tool and answer questions and/or help them find sections. Current tabs that will be more available. The resume section will be active. The tool will have more assessments such as pictorial assessments, and other questionnaires will be added. The student information will be expanded in the profile section such as adding grade, contact information, and name of school. A portfolio section also will be added to showcase students' skills and experience. Additionally, skills training videos for students, transition curriculums, and a follow-up system to monitor students' progress as they matriculate from grade to grade and follow up with students after graduation to see where they will be added to GTAP.

The participants recommended changes and/or additions to the Glenn Transition Action Plan (GTAP) such as: (1) adding the organization of assessments by type, disability, and level of difficulty; (2) adding section descriptions/overviews; and (3) creating a resource section for parents. Moreover, they recommended the following additions to the GTAP tool: (1)adding joint accessibility for the staff's view of student profiles, (2) adding information that is applicable across the United States on the resource page, (3) putting space in the goal section where students can document in detail progress, research, and other information, and (4) having different types of resumes in the resume section with lead-in statements that help students figure out how to complete the template.

Summary

This study addressed a need for a comprehensive online transition planning tool that was cost-effective and readily available to students and families who may not have access to appropriate transition planning services.

In summary, this action research study used the case study approach to develop a comprehensive online transition planning tool called the Glenn Transition Action Plan (GTAP) to assist with the development of an effective transition plan for transition writers to use during the transition planning process. The research results validated that the tool was user-friendly and assisted with the development and implementation of transition plans, and it provided cohesiveness and consistency to the transition process.

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APPENDIX A

Request and Approval Email from Gatekeepers

Request to Gatekeepers (University) – Letter 1

Greetings!

My name is KaMyka Glenn, a doctoral candidate at Lynn University. The purpose of this case study research is to develop and evaluate the Glenn Transition Action Plan (GTAP), a comprehensive transition planning tool in order to address the gaps of creating an action plan for the student that is easy to implement with fidelity and not just for compliance as well as having a central location for transition resources for transition professionals of the Individualized Educational Program (IEP) of those students with disabilities ages 14 to 21. I am reaching out to you to request usage of your listserv of graduates within the transition field because I hope they would help me because of their expertise and experience.

Who: **Volunteers to complete a survey**

- Transition specialists or coordinators
- Teachers who write transition plans for students with disabilities

What: **Responding to a 10-15 minute online survey** regarding the transition plan writing process

Title: *A Secondary Transition Planning Tool to Enhance the Needs of Students with Disabilities Beyond High School: Case Study*

Benefits and Risks:
THIS SURVEY IS STRICTLY VOLUNTARY. This survey is completely anonymous. There are minimal risks such as possible stress from answering questions regarding secondary transition. At any time, participants can exit the survey and choose not to participate. Choosing not to participate will not affect your jobs. There are no benefits, but you may enjoy answering questions knowing you are assisting the creation of a better transition tool.

At the conclusion of the survey, participants will be asked to participate in a focus group. Participating in the focus group is optional, and all participants reserve the right to decline.

How to access the survey for teachers and/or transition specialists (coordinators)

1. Copy the following Survey Monkey web address in the internet search bar.
2. At the end of the Informed Consent page, you will see a button entitled "OK." By clicking "OK," you agree to participate in the survey.
3. Press NEXT if you answered YES.

Researcher's contact information:
KaMyka Glenn
Lynn University
Phone: [redacted]
Email address: kglenn@email.lynn.edu

Request to Gatekeepers (Organization)– Letter 2

Greetings!

My name is KaMyka Glenn, a doctoral candidate at Lynn University. The purpose of this case study research is to develop and evaluate the Glenn Transition Action Plan (GTAP), a comprehensive transition planning tool in order to address the gaps of creating an action plan for the student that is easy to implement with fidelity and not just for compliance as well as having a central location for transition resources for transition professionals of the Individualized Educational Program (IEP) of those students with disabilities ages 14 to 21. I am reaching out to you to request usage of your listserv of transition professionals because I hope they would help me because of their expertise and experience within the transition field.

Who: **Volunteers to complete a survey**

- Transition specialists or coordinators
- Teachers who write transition plans for students with disabilities

What: **Responding to a 10-15 minute online survey** regarding the transition plan writing process

Title: *A Secondary Transition Planning Tool to Enhance the Needs of Students with Disabilities Beyond High School: Case Study*

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THIS SURVEY IS STRICTLY VOLUNTARY. This survey is completely anonymous. There are minimal risks such as possible stress from answering questions regarding secondary transition. At any time, participants can exit the survey and choose not to participate. Choosing not to participate will not affect your jobs. There are no benefits, but you may enjoy answering questions knowing you are assisting the creation of a better transition tool.

At the conclusion of the survey, participants will be asked to participate in a focus group. Participating in the focus group is optional, and all participants reserve the right to decline.

How to access the survey for teachers and/or transition specialists (coordinators)

1. Copy the following Survey Monkey web address in the internet search bar.
2. At the end of the Informed Consent page, you will see a button entitled "OK." By clicking "OK," you agree to participate in the survey.
3. Press NEXT if you answered YES.

Researcher's contact information:
KaMyka Glenn
Lynn University
Phone: [redacted]
Email address: kglenn@email.lynn.edu

Gatekeepers – Approval 1

Re: K. Glenn's dissertation research participation ---ACTION REQUIRED Inbox ×

KaMyka Glenn 2:54 PM (6 hours ago)

Hello Dr. Kester, I hope all is well with you. I wanted to follow up with you in regards to using your listserv because I am in the IRB process and waiting for

Joan Kester 3:10 PM (5 hours ago)

to me

Hi KaMyka, I am pleased to participate in your research by sending out your research recruitment to the GW transition list-serv. This includes current and past graduates of our secondary transition master's program and transition special education certificate.

•••

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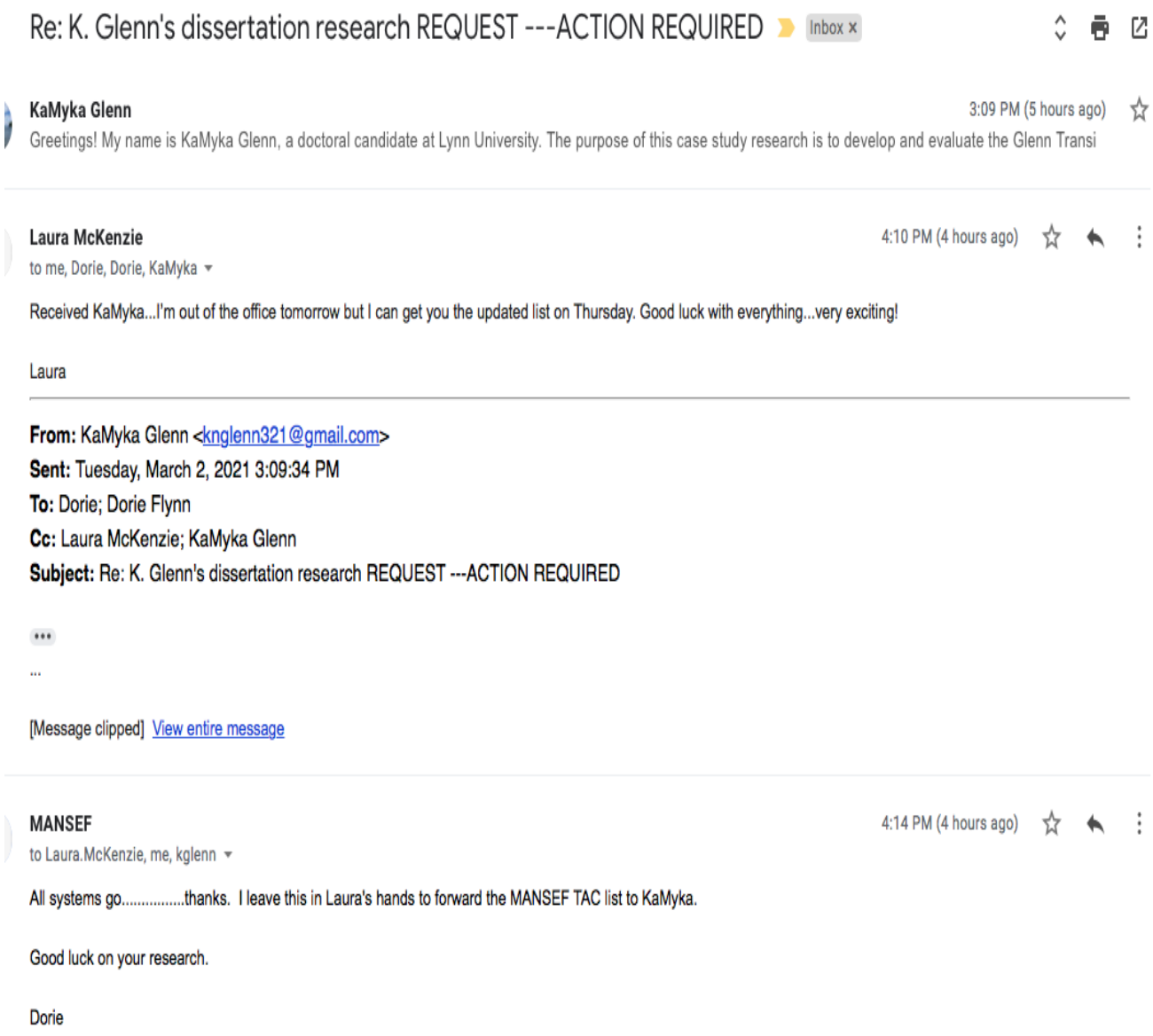
Joan Kester, Ed.D., CRC
Assistant Professor of Special Education and Disability Studies
The George Washington University
[redacted]
jkester@gwu.edu

Gatekeepers – Approval 2



Re: K. Glenn's dissertation research REQUEST ---ACTION REQUIRED Inbox ×

KaMyka Glenn 3:09 PM (5 hours ago)

Greetings! My name is KaMyka Glenn, a doctoral candidate at Lynn University. The purpose of this case study research is to develop and evaluate the Glenn Transi

Laura McKenzie 4:10 PM (4 hours ago)

to me, Dorie, Dorie, KaMyka

Received KaMyka...I'm out of the office tomorrow but I can get you the updated list on Thursday. Good luck with everything...very exciting!

Laura

From: KaMyka Glenn <knglenn321@gmail.com>
Sent: Tuesday, March 2, 2021 3:09:34 PM
To: Dorie; Dorie Flynn
Cc: Laura McKenzie; KaMyka Glenn
Subject: Re: K. Glenn's dissertation research REQUEST ---ACTION REQUIRED

...

[Message clipped] View entire message

MANSEF 4:14 PM (4 hours ago)

to Laura.McKenzie, me, kglenn

All systems go.....thanks. I leave this in Laura's hands to forward the MANSEF TAC list to KaMyka.

Good luck on your research.

Dorie

Appendix B

Email to Survey Participants

Letter 1: Study Participants Needed for Online Survey (email)

Greetings!

My name is KaMyka Glenn, a doctoral candidate at Lynn University. The purpose of this case study research is to develop and evaluate the Glenn Transition Action Plan (GTAP), a comprehensive transition planning tool in order to address the gaps of creating an action plan for the student that is easy to implement with fidelity and not just for compliance as well as having a central location for transition resources for transition professionals of the Individualized Educational Program (IEP) of those students with disabilities ages 14 to 21. I am reaching out to you to request usage of your listserv of graduates within the transition field because I hope they would help me because of their expertise and experience.

Who: **Volunteers to complete a survey**

- Transition specialists or coordinators
- Teachers who write transition plans for students with disabilities

What: Responding to a 10-15 minute online survey regarding the transition plan writing process

Title: *A Secondary Transition Planning Tool to Enhance the Needs of Students with Disabilities Beyond High School: Case Study*

Benefits and Risks:
THIS SURVEY IS STRICTLY VOLUNTARY. Their identity will be kept confidential. There are minimal risks such as possible stress from answering questions regarding secondary transition and learning more about secondary transition. At any time, participants can exit the survey and choose not to participate. Choosing not to participate will not affect your jobs. There are no benefits, but you may enjoy answering questions knowing you are assisting the creation of a better transition tool.

At the conclusion of the survey, participants will be asked to participate in a focus group. Participating in the focus group is optional, and all participants reserve the right to decline.

How to access the survey for teachers and/or transition specialists (coordinators)

1. Copy the following SurveyMonkey web address in the internet search bar. https://www.surveymonkey.com/r/MBDFB5M
2. At the end of the Informed Consent page, you will see a button entitled "OK." By clicking "OK," you agree to participate in the survey.
3. Press NEXT if you answered YES.

Researcher's contact information:
KaMyka Glenn
Lynn University
Phone: [redacted]
Email address: kglenn@email.lynn.edu

Letter 2: Study Participants Needed for Online Survey (email)

Greetings!

My name is KaMyka Glenn, a doctoral candidate at Lynn University. The purpose of this case study research is to develop and evaluate the Glenn Transition Action Plan (GTAP), a comprehensive transition planning tool in order to address the gaps of creating an action plan for the student that is easy to implement with fidelity and not just for compliance as well as having a central location for transition resources for transition professionals of the Individualized Educational Program (IEP) of those students with disabilities ages 14 to 21. I am reaching out to you to request usage of your listserv of transition professionals because I hope they would help me because of their expertise and experience within the transition field.

Who: **Volunteers to complete a survey**

- Transition specialists or coordinators
- Teachers who write transition plans for students with disabilities

What: Responding to a 10-15 minute online survey regarding the transition plan writing process

Title: *A Secondary Transition Planning Tool to Enhance the Needs of Students with Disabilities Beyond High School: Case Study*

Benefits and Risks:
THIS SURVEY IS STRICTLY VOLUNTARY. Their identity will be kept confidential. There are minimal risks, such as possible stress from answering questions regarding secondary transition and learning more about secondary transition. At any time, participants can exit the survey and choose not to participate. Choosing not to participate will not affect your jobs. There are no benefits, but you may enjoy answering questions knowing you are assisting the creation of a better transition tool.

At the conclusion of the survey, participants will be asked to participate in a focus group. Participating in the focus group is optional, and all participants reserve the right to decline.

How to access the survey for teachers and/ or Transition Specialist (Coordinators)

1. Copy the following Survey Monkey web address in the internet search bar. https://www.surveymonkey.com/r/MBDFB5M
2. At the end of the Informed Consent page, you will see a button entitled "OK." By clicking "OK," you agree to participate in the survey.
3. Press NEXT if you answered YES.

Researcher's contact information:
KaMyka Glenn
Lynn University
Phone: [redacted]
Email address: kglenn@email.lynn.edu

Appendix C

Survey Informed Consent

Survey Informed consent
Thank you for participating in our survey. Your feedback is important.

Purpose of the Research
The purpose of this study is to develop The Glenn Transition Action Plan (GTAP). It is a comprehensive transition tool to help create a transition plan that is implemented with fidelity and breeds development of skills and success for the student.

Specific Procedures
Your participation in this study will assist in bridging the gaps within the current transition planning process and its impact on implementation, ownership, and the development of skills.

Duration of Participation and Compensation
The total duration of your participation should be no longer than 10 - 15 minutes. There will be no compensation for participation.

Risks
This online survey is strictly voluntary, and no penalty will be imposed for non-participation. There are minimal risks for participating in the survey. However, if you feel uncomfortable or anxious at any time, you may press the “X” button in the upper right-hand corner of the survey and exit out of the survey.

Benefits
There are some benefits such as enjoying answering questions and learning more about secondary transition.

Anonymous
This survey is strictly anonymous, and there is no identifying information. No IP addresses will be kept or known to the researcher. Your answers to the questions will be stored for two years on a password-protected computer, and after that time, your responses will be deleted. This project's research records may be reviewed by the departments at Lynn University responsible for regulatory and research oversight.

Contact Information
If you have any questions about the research project, you may contact
KaMyka Glenn (phone) [redacted] (email) kglenn@email.lynn.edu
Dr. Suzanne King, Committee Chair (email) sking@lynn.edu

For any questions regarding your rights as a research participant, you may call Dr. Jennifer Lesh, Chair of the Lynn University Institutional Review Board for Protection of Human Subjects, at (561) 237-7082 or email her at jlesh@lynn.edu

*1. I have had an opportunity to read the consent form and have had the research study explained to me. I have had an opportunity to ask questions about the research project, and my questions have been answered. I am prepared to participate in the research study described above.

By clicking "Agree" I am consenting to participate in the study.

Appendix D

Survey Questions

Survey Questions

GTAP Pre Survey link

Q2: How satisfied are you with your current transition plan writing process?

(Answers) *very dissatisfied, somewhat dissatisfied, neither satisfied or dissatisfied, somewhat satisfied, very satisfied

(open-ended) Explain your answer

Q3: Does the current transition plan process help to develop vital skills for students?

(Answers) *never or almost never, occasionally, half the time, frequently, always or almost always

(open-ended) Explain your answer

Q4: How often do you use age appropriate assessments to develop transition plans for your students?

(Answers) *never or almost never , occasionally, half the time, frequently , almost always or always

Q5: What is your perception of the current transition plan writing process? (You can write as much as you would like.)

Q6: Are you currently using any tools to create your transition plan? If so, please list them.

(Answers) *Yes or no

If yes, list them

Q7: What types of transition activities do you use for students?

Q8: What transition content and/or activities do you find successful and why?

Q9: What barriers have you found using online programs for transition?

Q10: What is your job title?

(Answers to choose from) *transition coordinator and/or specialist, teachers (who write transition plans within an IEP, other – write in blank)

Q11: Would you be interested in using a new transition plan writing tool and culminating with a focus group?

(Answers) *Yes or no

(3rd option) If you would like to participate in a focus group to use a transition tool, please contact me to self-identify so more information can be provided to you.

You can send an email to kglenn@email.lynn.edu

Appendix E

Focus Group Informed Consent

Focus Group Informed Consent
https://www.surveymonkey.com/r/B9256GH

Thank you for participating in our survey. Your feedback is important.

Purpose of the Research

The purpose of this study is to develop The Glenn Transition Action Plan (GTAP). It is a comprehensive transition tool designed to help create a transition plan that is implemented with fidelity and breeds development of skills and success for the student.

Specific Procedures

Your participation in this study will assist in bridging the gaps within the current transition planning process and impact its implementation, ownership, and development of skills.

Duration of Participation and Compensation

The total duration of your participation should be no longer than 45 - 60 minutes. There will be no compensation for your participation.

Risks

This virtual focus group is strictly voluntary, and no penalty will be imposed for non-participation. There are minimal risks in participating in the focus group. However, if you feel uncomfortable or anxious at any time, you may request to be removed from the process by contacting the researcher directly via email and/or phone.

Benefits

There are some benefits such as the enjoyment of answering questions regarding secondary transition and having the opportunity to affect change.

Anonymous

This focus group is strictly confidential, and there is no identifying information that will be collected. A pseudonym will be provided for you. Your answers to questions will be recorded, transcribed, and stored for two years on a password-protected computer, and after that time, they will be deleted. This project's research records may be reviewed by the departments at Lynn University responsible for regulatory and research oversight.

Contact Information

If you have any questions about the research project, you may contact

KaMyka Glenn (phone: [redacted]; email: kglenn@email.lynn.edu)

For any questions regarding your rights as a research participant, you may call Dr. Jennifer Lesh, Chair of the Lynn University Institutional Review Board for Protection of Human Subjects, at (561) 237-7082 or email her at jlesh@lynn.edu

*1. I have had an opportunity to read the consent form and have had the research study explained to me. I have had an opportunity to ask questions about the research project, and my questions have been answered. I am prepared to participate in the research study described above.

By clicking "Agree," I am consenting to participate in the study.

Appendix F

Focus Group Questions

Focus Group Questions

Thank you for being here and signing the consent to participate in this focus group.

(Intro to focus group): This group is designed to gain information for the purposes of this research. This in no way impacts your job and is totally voluntary. Your identity will be kept confidential with the use of pseudonyms, and this session will be recorded for research purposes only. Copies of this session will be sent to you once they are transcribed for your approval. As we begin this session, I only ask that you allow each person to complete his or her thoughts or comments before talking.

What has been your experience using the Glenn Transition Action Plan?
What did you like about the Glenn Transition Action Plan?
What would you change about the Glenn Transition Action Plan?
Would you recommend the Glenn Transition Action Plan to be used by someone else?

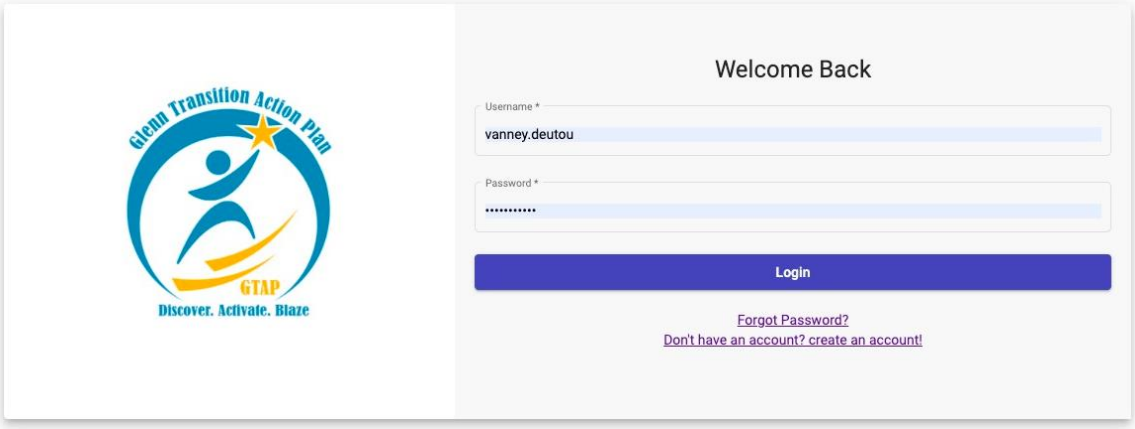
Appendix G

The Glenn Transition Action Plan

The Glenn Transition Action Plan

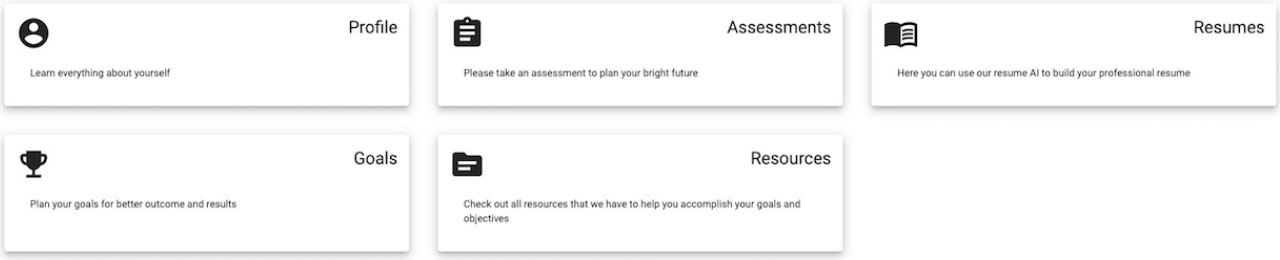
https://gtap.1apisolution.com/auth/sign-up (link to GTAP tab)

GTAP login screen

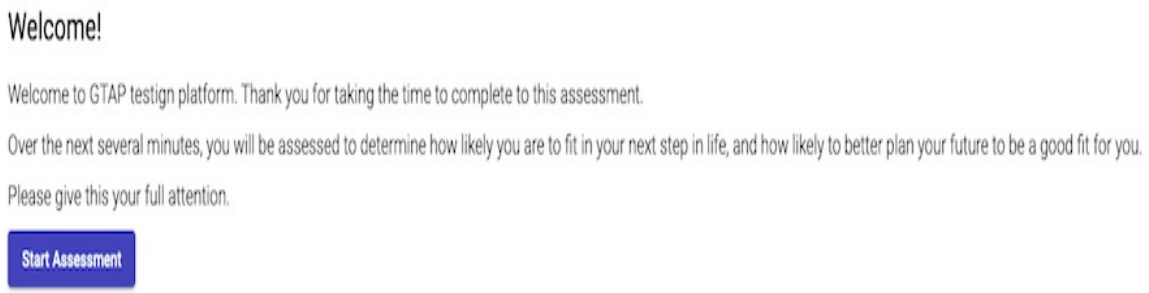


GTAP home screen

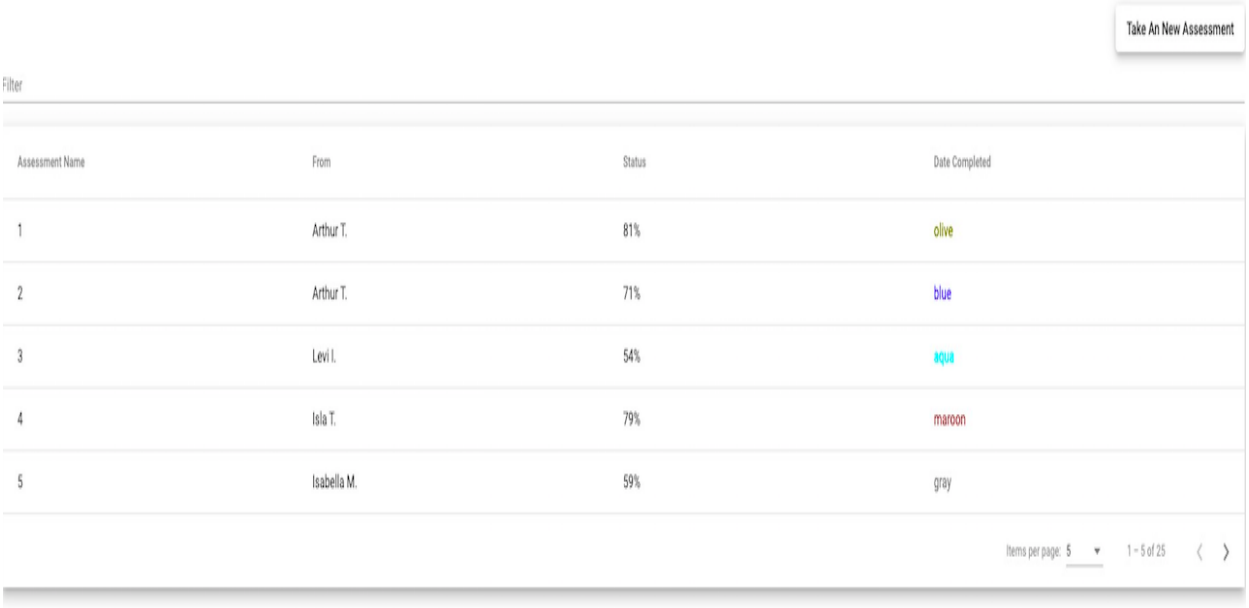
Welcome: Vanney Deutou



GTAP start assessment screen



GTAP assessment portal screen



Appendix H

IRB Form 3

IRB FORM 3

LYNN UNIVERSITY INSTITUTIONAL REVIEW BOARD
REQUEST FOR EXPEDITED REVIEW

The following information must be submitted in typed or word processed format. Fill in all information lines. If information is not applicable, indicate by answering "N/A."

Principal Investigator:	KaMyka Glenn
IRB Project Number (if previously assigned for exempt application):	
Project Title:	A Secondary Transition Planning tool to Enhance the Needs of Students with Disabilities Beyo
Today's Date:	3/3/21

Policy and Procedure

Expedited review procedures may be used for certain kinds of research involving no more than minimal risk, and for minor changes in approved research CFR 45 §46.110. Under an expedited review procedure, the review may be carried out by the IRB chairperson or by one or more experienced reviewers designated by the chairperson from among members of the IRB. In reviewing the research, the reviewers may exercise all of the authorities of the IRB except that the reviewers may not disapprove the research. A research activity may be disapproved only after review in accordance with the non-expedited procedure set forth in CFR 45 §46.108(b).

In general, research may qualify for expedited review if it is judged to involve no more than minimal risk, does not include intentional deception, does not employ sensitive populations or topics, and includes appropriate informed consent procedures.

In studies qualifying for expedited review, the description of subject's performance should not be misleading or untruthful. However, there are times when full disclosure would jeopardize the procedure. For example, subjects might not be informed of the actual purpose of certain procedures. No more than such mild deception can be tolerated in an experiment or research study submitted for expedited review. Any intentional deception involving misleading or untruthful information provided to the subjects must be considered in a full IRB review.

If a project meets any of the *Research Activities Eligible for Expedited Review* specified in 45 CFR 46.110 (and related CFR), and is not excluded by the limitations for the specific categories, it may qualify for IRB review through the expedited review procedure. The research activities listed should not be deemed to be of minimal risk simply because they are included on this list. Inclusion on this list merely means that the activity is eligible for review through the expedited review procedure when the specific circumstances of the proposed research involve no more than minimal risk to human subjects. The standard requirements for informed consent (or its waiver, alteration, or exception) apply regardless of the type of review–expedited or convened–utilized by the IRB. The IRB reserves the right to request the investigator to provide additional information concerning the proposal. After review, the IRB will send the applicant formal notification of whether or not the proposal qualifies for expedited review.

Complete Part A *Checklist for Expedited Review Level (Limitations)* and indicate the appropriate *Research Activities Eligible for Expedited Review* in Part B. Submit FORM 3 along with the IRB Application and Research Protocol (FORM 1) when the investigator considers that the proposal may qualify for Research Activities Eligible for Expedited Review as noted in 45 CFR 46.110 and 21 CFR 56.110.

FORM 3, Part A. Checklist for Expedited Review Level

1.	It is clear that the nature of the proposed research fits among the examples listed in FORM 3, Part B (Categories of Research That May Be Reviewed by the IRB through an Expedited Review 45 CFR 46.110 and 21 CFR 56.110)	Yes ☒ No ☐
2.	No implications for criminal or civil liability, employability, or damage to subjects' financial standing, insurability or reputation would exist if data (subjects and/or their responses) were known outside of the study. (Risks related to invasion of privacy and breach of confidentiality are no greater than minimal.)	Yes ☒ No ☐
3.	The research does not employ a protected group as subjects (e.g., fetuses, pregnant women, prisoners, mentally handicapped, or minors).	Yes ☒ No ☐
4.	The study does not present more than a MINIMAL RISK to subjects.	Yes ☒ No ☐
5.	The study does not involve INTENTIONAL DECEPTION such that misleading or untruthful information is provided to subjects.	Yes ☒ No ☐
6.	Appropriate informed consent procedures will be followed.	Yes ☒ No ☐
7.	The study will not be conducted in a foreign country.	Yes ☒ No ☐
8.	The study will not be used for classified research involving human subjects.	Yes ☒ No ☐

"Yes" answers to all of the above are required to qualify for a recommendation for expedited review. If the answer to one or more of these questions is "no," then a convened full IRB review is required.

FORM 3, Part B.

Categories of Research That May Be Reviewed by the Institutional Review Board (IRB) through an Expedited Review 45 CFR 46.110 and 21 CFR 56.110

Please indicate into which of the Expedited Review Categories your research falls by providing a checkmark (√). Check all that apply.

(1) Clinical studies of drugs and medical devices only when condition (a) or (b) is met.

☐ (a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.)

☐ (b) Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.

(2) Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:

☐ (a) from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or

☐ (b) from other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.

(3) Prospective collection of biological specimens for research purposes by noninvasive means. Examples:

☐ (a) hair and nail clippings in a nondisfiguring manner;

☐ (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction;

☐ (c) permanent teeth if routine patient care indicates a need for extraction;

☐ (d) excreta and external secretions (including sweat);

☐ (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue;

☐ (f) placenta removed at delivery;

☐ (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor;

☐ (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques;

☐ (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings;

☐ (j) sputum collected after saline mist nebulization.

(4) Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.)

Examples:

☐ (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy;

☐ (b) weighing or testing sensory acuity;

☐ (c) magnetic resonance imaging;

☐ (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

☐ (5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).

(NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt.)

☐ (6) Collection of data from voice, video, digital, or image recordings made for research purposes.

☒ (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

Source: IRB (45 CFR 46.110.)

4. If any problems involving human subjects occur, I will adhere to the policies and procedures for emergencies and reporting of adverse events explained therein. Problems include unanticipated side effects or adverse reactions from participation in the project and any injuries. If any emergency occurs I should first call 911 and be prepared to provide the following information to the dispatcher: (1) type of injury and what assistance is needed, (2) number of victims, (3) the location and instructions on how to get there, and (4) their name and telephone number. I will promptly notify (verbally first, then in writing) my sponsor and Chair of the Institutional Review Board.
6. I understand that I must seek review for continuation of projects that last longer than one year or earlier if specified by the IRB. I will seek review for continuation no later than one month prior to the anniversary of initial approval or earlier if requested by the IRB. I further agree to have a third party observe the consent process and the research should that be requested by the IRB.
7. I will prepare a summary report of the project results, to include identification of any adverse effects occurring to human subjects in this study within 30 days of the conclusion of data collection (termination of study).
8. I understand that a copy of the IRB approval letter must appear in the Appendix of the final document (professional publications or report, project, thesis or dissertation). IRB procedures and approval process will be described in the dissertation/thesis/ or other professional publication or report. This is typically the "Methods" section of the report. I will maintain appropriate records.
9. I understand that applications and research protocols and other IRB requests for review that are submitted without all requested information and materials will be returned to me without IRB review.

SIGNATURES (To sign the document, click on the pink tab below and follow the computer prompts)

[redacted] 1/21/21

Signature of Applicant — Date

Prior to submission to the IRB, the Research Application and the Research Proposal (FORM 1, Part C.) must be approved: (1) by a faculty sponsor in the case of student research, (2) by a faculty sponsor in the case of research by an employee without a doctorate, (3) by the supervisory Vice-President in the case of staff employee research, and (4) by the Col[redacted]

Dr. Suzanne King 3/16/21

Signature of Sponsor (required for students) — Date

Dr. Suzanne King | Adjunct | College of Ed

Name — Position — Academic Unit/Department

Signature of Sponsor (for non-doctoral employees) — Date

Name — Position — Academic Unit/Department

Signature of Vice President (for staff employee) — Date

Name — Position — Academic Unit/Department

Signature of College Dean (for faculty) — Date

Name — Position — Academic Unit/Department

Appendix I

NIH Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **KaMyka Glenn** successfully completed the NIH Web-based training course "Protecting Human Research Participants."

Date of Completion: 09/20/2018

Certification Number: 2945237

NIH National Institutes of Health
Office of Extramural Research