



CENTER FOR
DEVELOPMENT
& DISABILITY

UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES
EDUCATION, RESEARCH AND SERVICE



CENTER FOR
DEVELOPMENT
& DISABILITY

Preparing Students For High School Transition

UNM LEND CAPSTONE PROJECT

ERIN SANDOVAL

MAY 2019

OUTLINE

- I. Problem-Framing
- II. Research Process
- III. Product
- IV. Dissemination
- V. References

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Problem-Framing

High school students with disabilities have limited knowledge about and participation in transition planning

Problem-Framing

- LEND Competencies
- Competency 1: **Family-Centered Care**
- Competency 4: **Leadership**

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Research Process

- IRB Consideration
- Information and Data Collection
- Literature Review
- Research Outcomes

Research Process

- IRB Consideration
- No IRB Needed
- All information came from discussion with school professionals and literature review

Research Process

- Information and Data Collection
- Collaboration with:
 - High School Social Worker
 - CDD Social Worker
 - APS Transition Specialist
 - APS Special Education Teacher

Research Process

- Literature Review
- 5 Qualitative Journal Articles
- Studied students with various disabilities and disability resource coordinators from community colleges and universities
- Participants were interviewed and surveyed about their high school experiences and their entrance into adulthood
- Themes that enhanced or inhibited their success after high school
 - Student self-determination skills
 - Formalized planning process (transition planning in an IEP)
 - Improving postsecondary support.

Research Process

- Research outcome with school professionals
 - Self-determination
 - Self-advocacy
 - Questions to ask transition specialist
 - Quick resources to access

Research Process

- Literature review findings

- Students need guidance for initiative
- Key support factors include self-awareness, self determination, and advocacy
- Self-determination skills are helpful to successfully transition
- Factors enhanced prospects for postsecondary success
- Transition planning **does** facilitate student success

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Product

- Simple brochure to be used by high school freshmen and sophomores
 - Self determination
 - Self-advocacy
 - Helpful questions to ask during transition planning
 - Helpful resources

Product

Self-Determination

- Think about interests
- What are you good at?
- Goals after high school
- What skills are needed to achieve those goals?

Self-Advocacy

- What do you need to learn?
- What help will you need?
- Participate in your IEP
- Participate in decisions

Product

Questions to ask during transition planning

- Options for employment after high school?
- What fields offer quick employment after high school?
- How do I emphasize my high school education?
- What high school experiences will show that I am a good job candidate?

Product

Resources

- School-to-Work Transition Guide from CDD
- TransCen Career and Workforce Development *website*
 - <http://www.transcen.org>
- New Mexico Advocacy *website*
 - <http://www.nmadvocacy.org>
- Disability Rights New Mexico *website*
 - <http://www.drnw.org/>
- New Mexico Division of Vocational Rehabilitation *website*
 - <http://www.dvr.state.nm.us/>

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Dissemination

- Have meeting with social worker and head special education teacher at Sandia High School
- Social worker and special education teacher will make the brochure available for students at the beginning of next school year

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