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Empowering Equity in Postsecondary Transition for Marginalized Culturally and Linguistically Diverse Students with Disabilities by Implementing a Culturally Responsive Summary of Performance Teacher Training and Support Program

Rebekka Joanne Jez
rebekkajez@gmail.com

The University of San Francisco

EMPOWERING EQUITY IN POSTSECONDARY TRANSITION FOR
MARGINALIZED CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS
WITH DISABILITIES BY IMPLEMENTING A CULTURALLY RESPONSIVE
SUMMARY OF PERFORMANCE TEACHER TRAINING AND SUPPORT
PROGRAM

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THE UNIVERSITY OF SAN FRANCISCO
Dissertation Abstract

Empowering Equity in Postsecondary Transition for Marginalized Culturally and
Linguistically Diverse Students with Disabilities by Implementing a Culturally
Responsive Summary of Performance Teacher Training and Support Program

Marginalized culturally and linguistically diverse students with special needs often struggle after high school. Many special educators are unaware of legal mandates and best practice in postsecondary transition, especially the intricate needs when working this group. The culturally responsive Summary of Performance (CRSOP) training and support program was designed to inform and support teachers in self-determination and culturally responsive practices while transitioning students from high school.

Five teachers and seven students in a large urban district were interviewed and surveyed before and after the CRSOP training and support program to evaluate the effectiveness of the CRSOP teacher training. Teachers reported increased knowledge of legal requirements, resources, and methods of best practice. Specifically, after the training teachers increased the number of transition components they implemented and began to explicitly teach self-determination skills and culturally responsive methods with their students and families. Students demonstrated self-determination skills and cultural issues in their student presentations and SOP meeting. Although time continues to be reported as a barrier to implementing a CRSOP, teachers found the SOP document more manageable than the traditional Individualized Education Plan (IEP) and they found the student presentations provided students and families with a clear plan after high school. Overall, teachers reported postsecondary transition for marginalized CLD students with disabilities should address the individual needs of this group, rather than completing the same transition for all students based on the Eurocentric values commonly promoted in

education. Equity for marginalized CLD students means working with the students in a culturally responsive framework of race and ethnicity, economic levels, gender, disability, and urbanicity. Working with students on communication skills, such as code-switching, allows teachers to explicitly work with students in a culturally responsive manner. Finally, by implementing the CRSOP the teachers reported a positive change in their relationship with the student and the families. The CRSOP was reported to be beneficial for teachers, students, and their families in transition assessment and planning.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Rebekka Joanne Jez   12/9/11
Candidate   Date

Dissertation Committee

Robert Burns   12/9/11
Chairperson

Kevin Oh   12/9/11

Noah Borerro   12/9/11

Dedication

I dedicate my dissertation to my past, present, and future students. You have inspired me to learn more, give more, and be more. You are the reason I continue to invest my energies into equitable education for all. I thank you for teaching me about hope, perseverance, and humility. You are all precious beings.

I give a very special dedication to my mom and dad, Carol and Joseph Jez. I am grateful to my dad for sending me angels along the way and my mom for holding my hand and heart as we worked page by page. I am blessed to be your daughter.

I dedicate this also to my sisters and brothers, who have tirelessly supported me through my life: Margaret, Scott, Ted, Koren, Kristina, Jesse, Suzanne, Larry, Laura, Patrick, Jeff, Su Jin, and Saralynne. Also, I give special thanks to Laura Hernandez, Denise Quan Bethel, and Franck Onambele for their love, support, healthy meals, calls, and self-care appointments over the last few years.

Finally, I dedicate this to the educators who touch the lives of the next generation. I feel both respect and gratitude for the efforts of mentors, teachers, case managers, families, and friends who do what they can for our kids.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

The transition from high school to adult life can be challenging for all youth, but it can be especially difficult for students with disabilities, who often do not have the self-determination skills or necessary supports to move seamlessly into a world that expects them to live independently, support themselves with jobs, obtain additional schooling, and develop autonomous living skills. Moreover, students with disabilities from culturally and linguistically diverse backgrounds may encounter more obstacles in their transition planning and even more hurdles after graduation due to language issues, stereotypes, racism, and lack of 21st-century skills.

Students with disabilities have less postsecondary success than their non-disabled peers (Goff, Martin, & Thomas, 2007; Harry, 1992; Gil-Kashiwabara, Hogansen, Geenen, Powers, & Powers, 2007; Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Leake & Boone, 2007; National Longitudinal Transition Study 2, 2006; Trainor, 2007). With higher dropout rates, lower graduation rates, and less likelihood of attaining success in college and/or training programs, their postsecondary education outlook is dismal (Department of Labor, 2008; Getzel & Briel, 2006; National Longitudinal Transition Study 2, 2006; Izzo, Herzfeld, Simmons-Reed, & Aaron, 2001; National Center for Educational Statistics, 2008; Roessler & Rumrill, 1998; Sharpe & Johnson, 2001; United States Census Bureau, 2000; Wagner, Newman, Cameto, Levine, & Garza, 2006). Furthermore, poor educational outcomes tend to lead to lower paying

jobs, unemployment, and a higher job loss rate for students with disabilities (National Organization on Disability, 2004; Department of Labor, 2008; NLTS2, 2006). Students with disabilities also struggle with independent living skills; they rarely hold checking accounts, have higher arrest rates, and suffer unstable housing experiences (NLTS2, 2006; Wagner, Newman, Cameto, Levine, & Garza, 2005).

The Individuals with Disabilities Education Act (IDEA, 1997) is a federal law created to support youth with disabilities through regulated services in areas such as transition from high school to adulthood. With the reauthorization of IDEA in 2004, the current law now requires the local education agency (LEA) to provide the student a Summary of Performance (SOP). The SOP document does at least four things: 1) identifies the student's background information, 2) reports assessments used in the transition planning, 3) reviews "a summary of academic and functional performance levels, and 4) identifies goals and recommendations on meeting postsecondary goals. The SOP also recommends LEAs include an optional section with the student's perspective. Unfortunately, the SOP mandate does not provide explicit directions on how to implement the SOP. In 2005, therefore, the National Transition Assessment Summit was held to develop a template for state and local agencies to implement the SOP.

The National Transition Assessment Summit (2005) was attended by major stakeholders in transition, including representatives from multiple professional organizations, universities, and school districts (Madaus, Bigaj, Chafouleas, & Simonsen, 2006). At this summit, the five-part Nationally Ratified Summary of Performance template was developed. The template covers the following: background information, student's postsecondary goals, summary of performance (including accommodations and

modifications), recommendations for meeting postsecondary goals, and student input. The SOP is to be completed in the last year of high school. The philosophies behind the template are to condense the information into a useable size and to increase student participation by encouraging the application of self-determination skills such as: self-awareness, self-advocacy, choice and decision-making, goal setting and attainment, and self-regulation (Dukes, Shaw, & Madaus, 2007; Madaus, Bigaj, Chafouleas, & Simonsen, 2006).

Even with the changes in the law, research on postsecondary outcomes demonstrates students with special needs are not getting appropriate support with their transition from high school (NLTS2, 2003, 2005, 2006; United States Department of Education, 2007). Lack of support coupled with preservice and credentialed teachers reporting little access to appropriate training on effective postsecondary transition for students with disabilities (Benitez, Morningstar, & Frey, 2009; Kim & Morningstar, 2007; Morningstar & Liss, 2008; Wandry, Webb, Williams, Bassett, Asselin, & Hutchinson, 2008). Moreover, evidence indicates special education teachers are not getting appropriate training on the successful transition practice of teaching self-determination skills. Additionally, districts are not completing the legally mandated documents, such as the SOP, and students and families are not being included in the transition process (Getzel & Briel, 2006; IDEA, 1997, 2004; Izzo, Herzfeld, Simmons-Reed, & Aaron, 2001; NCLB, 2001; NLTS2, 2005; National Organization on Disability, 2004; Roessler & Rumrill, 1998; Sharpe & Johnson, 2001; Sopka, 2008).

Despite research suggesting that the SOP is not being implemented on a wide-scale basis, either at the state or local level, research also indicates that when the SOP is

implemented using the ratified SOP Template, it appears to provide effective transition assistance for most students (Kochhar-Bryant & Izzo, 2006; Martin, Van Dycke, D'Ottavio, & Nickerson, 2007; Noonan, Morningstar, & Erickson, 2008). SOPs are effective when they include a comprehensive assessment, teach students about their disability and accommodations/modifications, empower self-determination skills, and prepare students for life after high school (Field & Hoffman, 2007; Kochhar-Bryant & Izzo, 2006; Madaus, Bigaj, Chafouleas, & Simonsen, 2006; Martin, Van Dycke, D'Ottavio, & Nickerson, 2007). Specifically, researchers have identified successful postsecondary transition programs as including self-determination skills like student involvement, self-awareness, self-advocacy, choice making, and goal-setting and attainment (Agran & Hughes, 2008; Agran, Wehmeyer, Cavin, & Palmer, 2008; Leake & Boone, 2007; Pierson, Carter, Lane & Glaeser, 2008; Williams-Diehm, Palmer, Lee, & Schroer, 2010).

While the SOP has been shown to be effective with most students, issues that have not been addressed in the SOP research arise when working with marginalized CLD students with disabilities. Specifically, implementation for CLD students is rarely done in a culturally responsive way, yet research suggests it can be beneficial (Leake and Boone, 2007; Povenmire-Kirk, Lindstrom, & Bullis, 2010; Trainor, 2007).

One example of the importance of addressing CLD issues can be found in the work of Leake and Boone (2007) who organized a focus group with 20 particiants (8 youth, 8 parent, and 4 teachers) to examine the perception CLD youth and families maintained about cultural influences on self-determination skills necessary for transition. Results of their focus group indicated CLD students, when compared with their

Eurocentric peers, have a stronger connection to their family unit. However, CLD students reported having less voice within their family unit. Also, in some CLD families, the family will take care of the students regardless of how extensive their educational experience ends up being. This being said, Leake and Boone found differing involvement in transition planning, appropriate transition goals setting, and independence versus interdependence between students from various CLD families' backgrounds. This variety in family involvement indicates a much more complex transition planning system based on the intricate CLD family values.

Povenmire-Kirk, Lindstrom, and Bullis (2010) reported specific examples of barriers to culturally responsive transition for Latino youth with disabilities. These barriers included: language issues, concerns about documentation and citizenship, lack of culturally appropriate practices, barriers to family participation, and limited school and community resources. Their research supported the need to increase transition services delivery changes for districts working with Latino families.

When teachers have been trained to attend to issues of CLD students with disabilities, positive postsecondary transition outcomes have occurred (Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Trainor, 2007). For example, Kim and Morningstar (2007) conducted a pretest-posttest study to evaluate an online teacher-training program on working with culturally and linguistically diverse families and found teachers were able to increase their knowledge of how to work with CLD families, and therefore, increase their involvement in transition planning.

In another study, nineteen parents of culturally diverse students with disabilities were interviewed using open-ended questions about their experience in transition

planning for their students (Landmark, Zhang, & Montoya, 2007). These parents identified issues they experienced during transition. They reported struggling with special education jargon used in transition planning. Parents identified a lack of knowledge about legal requirements and expectations. Additionally, an overall lack of parent-friendly relationships with educators was discussed. Some parents felt they experienced challenges getting time off from work for transition meetings. Also, there was dissonance when they felt they were doing a good job teaching family values to the youth and at times those values differed from Eurocentric American values taught at school. Finally, issue reported significant differences between parents and child's transition "dream". Parents were less tolerant of students focusing solely on an individual career path; becoming a contributing member of the family unit often took precedence.

Despite the apparent importance of cultural responsiveness for marginalized CLD students with disabilities, there has been no research on SOP implementation in a culturally responsive manner. A case can be made that when the SOP is implemented in a culturally responsive way and an emphasis is placed on developing students self determination skills, that the SOP can be a successful process and support tool for parents, teachers, and all students alike. Programs that are available and that include self-determination and cultural responsiveness indicate positive outcomes, especially for youth from diverse backgrounds. Consequently, the focus of this study was to evaluate a special education teacher training and support program designed to assist teachers in helping students navigate their postsecondary transition. The premise is to educate, guide, and give resources to teachers as they work with their students on the self-determination skills recommended when completing a Summary of Performance (SOP) and specific

culturally responsive methods when working with students and families from marginalized culturally and linguistically diverse (CLD) backgrounds. The process is called the Culturally Responsive Summary of Performance (CRSOP).

Purpose of the Study

The purpose of this mixed methods study was to understand how teachers implemented a CRSOP after being trained and supported in its implementation. The teacher training and support program was designed to include two major research-based best practices in postsecondary transition when working with marginalized CLD youth with disabilities: self-determination and cultural responsiveness. Although self-determination is part of an effective SOP, many teachers do not know about the practice. This program was created to increase student and family involvement in postsecondary transition for students, integrate self-determination skills, and increase teachers' levels of cultural transformation while aiding teachers in fulfilling the legally mandated requirement for postsecondary transition from special education. The expectation was that the new program would increase the effectiveness of postsecondary transition practices of teachers working with marginalized (CLD) students with disabilities.

The CRSOP training and support program was designed to address best practice in postsecondary transition by providing complete and up to date background information about the student. Also, the CRSOP training and support program assesses the student, family, and teachers using formal and informal tests that are culturally responsive and respect the cultural needs and values of the student and family. This may include working with the students on code-switching skills, having translators or translated documents, and/or educating students and families on their student's rights. Specifically, students

create a presentation that aids them in becoming more self-aware about their disability and performance levels (academic and functional). In addition, the CRSOP process has the student complete a presentation on their self-determination skills and how they will address specific cultural obstacles in the future based on the results of their assessments. Teachers work with them on topics such as cultural discrimination about their race, disability, gender, or socioeconomic level. The CRSOP defines realistic postsecondary goals with a specific action plan for accomplishing them. Finally, the CRSOP provides students the ability to practice self-advocacy skills in the student perspective section.

The current study provided a two-hour teacher training and support program to five mild/moderate special education teachers in a large urban district. The training focused on three areas secondary special education teachers should know about transition: legal requirements in transition, implementing an effective CRSOP with self-determination skills, and using culturally responsive practices when working with marginalized CLD students. After the training program, teachers were given support for five-weeks as they implemented the tools and resources, culminating in a CRSOP meeting with students and families. Teachers were surveyed and interviewed before and after the training and support program, and students were surveyed as well. Rubrics were used to assess the CRSOP meeting.

Significance of the Study

This study is important for four reasons. First, research has demonstrated marginalized students with special needs have postsecondary outcomes that are negative and costly for society due to unemployment, poverty, violence and crime (NLTS2, 2006).

Second, better transition practices can lead to improved postsecondary outcomes when working with marginalized CLD students with special needs when culturally responsive techniques are implemented (Leake & Boone, 2007; Trainor, 2007). Currently, districts are not implementing appropriate transition practices, and rarely utilize culturally responsive methods of transition (Sopka, 2008). Some research has attributed this lack of implementation to time constraints; lack of funding, training, and resources; lack of family involvement or student interest; and/or difficulty working with outside agencies and educational institutions (Benitez, Morningstar, & Frey, 2009; Chambers, Rabren, & Dunn, 2009; Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Noonan, Morningstar, & Erickson, 2008; Povenmire-Kirk, Lindstrom, & Bullis, 2010; Powers, Geenen, & Powers, 2009; Wandry, Webb, Williams, Bassett, Asselin, & Hutchinson, 2008).

Third, due to the scarcity of implementation of the federally mandated SOP, there is a lack of research to substantiate the benefit of using the document (Morningstar & Liss, 2008; Sopka, 2008). In addition, although research supports the struggles of marginalized CLD students with special needs, empirical studies, and therefore solutions, are rare (Goff, Martin, & Thomas, 2006; Povenmire-Kirk, Lindstrom, & Bullis, 2010; Powers, Geenen, & Powers, 2009; Trainor, 2007).

Fourth, the SOP is intended to be easier to read than the regular Individual Education Plan (IEP) document that has historically been used. Therefore, postsecondary transition agencies, educational institutions, and students with special needs can access and apply the information with greater ease (Izzo & Kochhar-Bryant, 2006; Morningstar & Liss, 2008).

Theoretical Perspectives

The current study was based on two perspectives: the Deci and Ryan (1985) theory of self-determination as modified to apply to special education by Wehmeyer, Bersani, and Gagne (2000) along with the framework of cultural responsiveness as outlined by Banks (1995, 1999, 2002), Gay (2000), Ladson-Billings (1990), and Villegas and Lucas (2002). Both perspectives are outlined below.

Self-Determination Theory

Deci and Ryan (1985) first introduced self-determination theory (SDT) as including three innate needs for optimal functioning: competence, relatedness, and autonomy. In other words, one needs to succeed in what they do, connect with others, and feel like they are in control of their own lives. Self-determined youth have been shown to hold jobs longer, make better choices, and have more meaningful transition-planning processes (Martin, Mithaug, Oliphint, Husch, & Frazier, 2002; Martin, Woods, Sylvester, & Gardner, 2005; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002). In 1991, Mighaug identified students with self-determination as knowing what they want, what they are capable of, and how to accomplish their goals. Field and Hoffman (1994) added the ability to know, value, plan, act, and evaluate outcomes to the elements of a person with self-determination skills.

Martin and Marshall (1995) summarized self-determination as students realizing their goals and finding a way to meet them. To achieve this goal, they identified many skills needed, including, but not limited to: self-awareness, self-advocacy, problem-solving, self-efficacy, goal setting and attainment, choice making, decision making, and self-regulation. Wehmeyer, Bersan, and Gagne (2000) examined SDT beyond the

professional and parent involvement view to the current self-advocacy perspective. With the understanding of self-awareness and self-advocacy, they were able to clearly apply SDT to students with disabilities.

As research emerged, researchers found evidence that if educators explicitly integrate self-determination skills into learning and instruction in special education programs, youth experience more successful outcomes after graduation (Martin, Mithaug, Oliphint, Husch, & Frazier, 2002; Martin, Woods, Sylvester, & Gardner, 2005; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Wehmeyer & Schwartz, 1997). Self-determination theory postulates everyone has the innate desire to grow and function in a behaviorally and psychologically sound manner; however, many of the targeted students do not have the skills to achieve their goals. As used in this study, the concept of self-determination includes self-awareness, self-advocacy, problem solving, goal setting and attainment, and choice and decision-making.

Framework of Cultural Responsiveness

In addition to self-determination, using a cultural responsiveness framework can be an effective way to address the needs of students from culturally and linguistically diverse backgrounds (Brown & Howards, 2005; Buck & Cordes, 2005; Chamberlain, 2005; Gay, 2000; Gollnick, 1996; Love & Kruger, 2005; Lyon, 2006; Montgomery, 2001; Villegas & Lucas, 2002). Cultural responsiveness is a researched-based method of addressing the needs of students and teachers from multiple backgrounds. According to Gay (2000), it includes systematically evaluating, creating, and implementing curriculum into the classroom that reflects all of the members. Cultural responsiveness facilitates learning by using the students' strengths and prior knowledge (Banks, 2004; Gay, 2000).

Researchers are beginning to address postsecondary transition for students with disabilities using the culturally responsive framework and finding areas where educators need to improve their practice in order for positive outcomes to occur (Countinho, Oswalk, & Best, 2006; Goff, Martin, & Thoma, 2006; Hershfeldt, Sechrest, Pell, Rosenberg, Bradshaw, & Leaf, 2009; Holzbauer & Conrad, 2010; Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Povenmire-Kirk, Lindstrom, & Bullis, 2010; Trainor, 2007).

The current study integrated the theoretical frameworks of self-determination skills and culturally responsive practices into a training and support program on Culturally Responsive Summary of Performance (CRSOP). This training was designed to train teachers of marginalized CLD students with disabilities on best practices in working with students and families from culturally and linguistically diverse populations. The CRSOP training and support program outlines the legal requirements of IDEA (2004) and the SOP as the postsecondary transition document to be completed. In addition, the CRSOP training an support program provides assessments (current district required and additional informal assessments) to allow teachers to work with students on understanding their disability and including family input in transition, and gives teachers extra support through the transition process (as needed).

Because each teacher comes to the classroom with different perspectives, experience, and training, the study examined teachers' cultural competency according to two provided frameworks: Banks Levels of Transformation and Gay's elements of cultural responsiveness. Banks (1999) defined four approaches to multicultural curriculum reform: contributions, additive, transformation, and social action.

Additionally, Banks (1999) described eight multicultural benchmarks for identifying if effective multiculturalism is being implemented. The list includes: a policy statement that supports diversity, a positive attitude and high expectations for students, culturally diverse staff, curriculum that is considered transformative, parent and student participation (including personal and cultural knowledge support), culturally responsive teaching strategies, materials that represent culturally and linguistically diverse groups, and a continual reflection and monitoring of the program.

Gay's (2000) elements of cultural responsive teaching include: empowering, transforming, emancipating, validating, comprehensive, and multi-dimensional. According to Gay, students need to be empowered and feel that they can succeed. Teachers need to give students access and understanding of civil liberties, beginning with the students' own culture. Curriculum should be emancipatory, allowing students to think outside of the mainstream ideals. Students should learn about themselves and feel their identities are being validated. Learning and instruction should be comprehensive, reaching all youth and help every student feel like a part of the group. Finally, teaching should be multi-dimensional. Teachers need to realize the importance of cultural identity, they need to utilize multiple resources and services, and they need tools to meet the needs of the students in their classroom.

Background and Need

The Civil Rights Act of 1964 provided a foundation for the Elementary and Secondary Education Act of 1965, the birth of special education, by requiring free and appropriate public education (FAPE) for all students. Today, the same law has been reauthorized as Individuals with Disabilities Education Improvement Act (IDEA, 2004).

Currently, the SOP mandate in IDEA (2004) regulates the information and gives recommendations concerning the process of the postsecondary transition for students exiting special education with either a diploma or when the student ages out (age 22). The SOP is intended to aid students in identifying and learning to advocate their needs, describe their academic and functional performance levels, and plan for their employment, education/training, and independent living goals (Shaw, Kochhar-Bryant, Izzo, Benedict, & Parker, 2005).

The SOP was created because of continued negative outcomes for students with special needs. Research indicates postsecondary transition is complex and it is important to consider holistic needs of students with special needs when assisting them with their postsecondary transition (Benz, Lindstrom, & Yovanoff, 2000; DeStefano, Heck, Hassazi, & Furney, 1999; Kohler, 1993; Wehmeyer & Schwartz, 1997). Researchers created the nationally ratified SOP template; however, state and local education agencies have not consistently required using the document (Shaw, Kochhar-Bryant, Izzo, Benedict, & Parker, 2005). This document included a description of assessments administered, postsecondary transition goals (education, employment, and independent living), summary of academic and functional abilities, and a student interview about how their disability affects them and positive modifications and accommodations that have been used in the past. The employment outcome portion was created to address the poor postsecondary employment outcomes for students with special needs.

In 2008, Sopka examined implementation practices of state and local education agencies throughout the United States and territories. All state (and non-state jurisdictions) education agencies (SEAs) were surveyed using the Project Forum survey

to determine the efforts of the SEAs in supporting local education agencies (LEAs) with development and implementation of the SOP for students with special needs graduating with a high school diploma or aging out of services based on the Free and Appropriate Public Education (FAPE) requirement in IDEA (2004).

According to Sopka (2008), of the 40 survey respondents, 25 reported an established policy, 4 SEAs were still developing a policy, and 11 did not have a policy for implementing the SOP. Although most districts require the SOP to be used for graduation with high school diploma or when aging out due to FAPE, some have different requirements such as implementing SOPs for Certificate of Completion, dropping out, or termination of special education services. Sopka reported the SEAs perceive the SOP as an informative tool for seamless postsecondary transition, and empowerment. They also see it as access to ADA, a forum for student engagement in transition process, interagency collaboration, and a reduction of the need for a comprehensive psycho-educational evaluation prior to leaving high school. Interestingly, only 23 SEAs reported staff positions to oversee the implementation of the SOP, however, 36 SEAs provide training or technical support around use and implementation of the SOP. At the time of the study only 13 states had created SOP websites.

Getzel and Wittig (2008) examined Virginia's perception of their implementation of SOPs through facilitated discussions across the state where they highlighted issues and questions and analyzed SOP formats used throughout the state. Ninety individuals from different LEAs participated in the discussion groups. Preliminary findings reported the LEAs have multiple methods of meeting the SOP requirement: outlines, a single page attached to the IEP, online document, separate document, or use of the SEA's guide

posted on the state department of education website. Benefits of the SOP process imply

closure for students, specific steps to reaching their next goal, tangible documentation of

the student's disability, and SOPs provision of relevant information to post-secondary

agencies.

Getzel and Wittig (2008) reported districts resistance to meeting requirements for

the SOP because they were considered redundant, they lacked student and family voice,

had insufficient guidelines for developing the SOP, contained misinformation concerning

dropouts, and they disagree about when to hold a SOP meeting (every year, last day, etc).

With this confusion by the staff, it was not surprising that students were confused about

their role in the SOP. Another important aspect uncovered was the need for ongoing

trainings and communication between educators and agencies on what is necessary and

helpful. The agencies interviewed in the study varied in their understanding of SOPs,

especially their role in the process.

Another study (Morningstar & Liss, 2008) examined SEAs' understanding and

implementation of the new age-appropriate transition assessment requirements in IDEA

(2004). Results from the survey item about the new IDEA (2004) requirements for age-

appropriate transition assessment yielded 66% of SEAs reported they had discussed the

new requirements, however, only 5 SEAs had actually developed new methods for

addressing transition assessment. Twenty-two of the SEAs interpreted "transition

assessment" under IDEA (2004) does not require a full tri-annual reevaluation, while 10

SEAs said IDEA (2004) does require the same manner of testing.

Although the state of California did have the new regulations of IDEA (2004)

posted on their website in 2006, there was no information about the SOP available on the

website as late as 2009. Currently, the state has uploaded a recommended template including all of the sections from the Ratified National Assessment Summit SOP template (2005). In addition, they have posted a frequently asked questions sheet and flowchart of eligibility (2011).

Quality SOPs benefit the student, family, adult service provider, and employer alike (Izzo, 2006). Margo Vreeburg Izzo (2006) published two case studies: one student with a learning disability and another student with a cognitive disability. They focused on individual postsecondary goal, college goal and employment goal, respectively. In Izzo's study, families and outside agencies also agreed there is value in a quality SOP in facilitating the transition from high school to adult life.

According to Hong, Ivy, Gonzales, and Ehrensberger (2007), a strong postsecondary transition program builds a strong internal locus of control, self-advocacy, self-regulation, and self-knowledge, which increases the postsecondary outcomes for students with special needs. According to IDEA (2004) postsecondary transition is defined as:

> A coordinated set of activities for a child with a disability that 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; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation." [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

Students with special needs experience negative outcomes when they are inappropriately transitioned from high school without a comprehensive understanding of their disability (Sopka, 2008). Likewise, transition services in different districts are inconsistent, fragmented, and unable to prepare students to meet postsecondary struggles (Dukes & Shaw, 1999; Izzo, Hertzfeld, & Aaron, 2001; National Council on Disability, 2003; Stodden, Jones, & Chang, 2002). According to the National Longitudinal Transition Study 2 (2003) students with special needs are more likely to be unemployed, make less money, lose jobs at a higher rate, have low enrollment and even lower postsecondary education completion, and experience fewer independent living skills than their non-disabled peers.

Despite the funding and efforts, students from culturally and linguistically diverse (CLD) backgrounds are disproportionally referred for special education, have higher behavioral referrals, and experience worse postsecondary transition outcomes than their White peers (Artilles, 2003). In addition, according to the National Commission for Educational Statistics (2000), urban schools are experiencing increased diversity in the student population, while high levels of teacher homogeneity remains in schools (Gay, 2000; NCES, 2000; Villegas & Lucas, 2002).

Furthermore, many inner-city schools have adopted scripted, Eurocentric textbooks and curriculum. This form of education tends to ignore the various learning styles that can make up a classroom (Gay, 2000; Villegas & Lucas, 2002). Moreover, federal research has demonstrated only approximately 50% of students from diverse populations are currently graduating from high school. Equally important, the national graduation rate for Latin Americans, Native Americans, and African Americans remains

at roughly 50%. Drop out rates are even higher in areas of poverty (National Longitudinal Transitional Study, 2006). Finally, the lack of success in the urban classroom can lead to future problems in the community such as poverty, unemployment, homelessness, drugs, and mental health needs (NLTS, 2006).

Researchers have demonstrated students with special needs do not receive the necessary supports and/or services which could aid in them achieving positive postsecondary outcomes, especially when compared to their non-disabled peers (Blackorby & Wagner, 1996; National Center for the Student of Postsecondary Educational Support, 2000; NLTS2, 2003; Power, Gil-Kashiwabara, Geenen, Powers, Balandran, & Palmer, 2005; Ward & Barry, 2005). This lack of transition services is even greater for marginalized CLD students with special needs (Holburn, 2002; Trainor, 2007; Wilder, Ashbaker, Obiakor, & Rotz, 2006). This discrepancy in transition support is in part due to the lack of training and support special educators receive in how to properly transition students into postsecondary life, a phenomenon even more pronounced in schools with marginalized CLD students with special needs (Wilder, Ashbaker, Obiakor, & Rotz, 2006).

In urban and rural areas, where the population of students tends to be more culturally and linguistically diverse than suburban districts, the traditional "Eurocentric" transition planning style seem to be less effective due to students' individual needs, teachers' cultural insensitivity, and lack of family involvement (Banks, 2004; Gay, 2000; Holburn, 2002; Trainor, 2007). A majority of educators in urban districts are from White, middle class families rather than the lower socioeconomic community or ethnicity of their students (Banks, 2004; Gay, 2000; Goff, Martin, & Thomas, 2006). In addition to

ethnic and class differences, educators working with marginalized CLD students with special needs have often taught for fewer years, changed schools, and many lack full credentials (Billingsley, 2003; Goff, Martin, & Thomas, 2006).

Marginalized CLD students with special needs experience even greater obstacles with employment, education, independent living, and social experiences (Banks, 2004; Gay, 2000; Gil-Kashiwabara, Hogansen, Geenen, Powers, & Powers, 2007; Ladson-Billings, 1995; Trainor, Lindstrom, Simon-Burroughs, Martin, & McCray Sorrells, 2008). Although culture does not dictate people's actions, it does have an influence on the choices, goals, and methods for evaluating and reaching them, therefore, culture does affect outcomes (Banks, 2004; Garcia & Dominguez, 1997; Garcia & Ortiz, 2006). Marginalized CLD students with special needs are youth who are affected by one or more of these cultural factors: disability, minority racial/ethnic background, gender, and/or unstable housing and possible financial struggles (ex. incarceration, foster care, single-parent home, or guardianship).

Identifying the cultural framework in which these students exist and work through their transition can aid educators in understanding the obstacles that influence marginalized CLD students with disabilities, and therefore, planning and implementation of transition plans can be altered to fit the student's needs and empower their educational experience (Banks & Banks, 2003; Delpit, 1995; Gay, 2000). Currently, transition planning rarely focuses on the diverse needs of these groups (Chambers, Rabren, & Dunn, 2009; Goff, Martin, & Thomas, 2006; Holzbauer & Conrad, 2010; Kim & Morningstar, 2007; Povenmire-Kirk, Lindstrom, & Bullis, 2010; Powers, Geenen, & Powers, 2009; Trainor, 2007).

Challenging factors in postsecondary transition for marginalized CLD students with special needs include students and their family support systems not having knowledge about transition strengths, interests, obstacles, or resources; educators not being trained in proper implementation of training programs; self-determination skills not being explicitly taught; and students not being involved in the transition planning (Anderson, Kleinhammer-Tremill, Morningstar, Lehmann, Bassett, Kohler, et al, 2003; Banks, 2004; DeStefano, Wermuth, Grayson, & McGinty, 1994; Gay, 2000; Kohler, 1993; Kohler & Field, 2003; NCES, 2000; Sopka, 2008; U.S. Department of Education, 2007; Villegas & Lucas; Weidenthal & Kochhar-Bryant, 2007). For the purpose of this paper the term family is intended to mean the support system of a student with a disability.

As demonstrated in the history, postsecondary transition for marginalized CLD students with disabilities is a special education issue and civil rights issue. Throughout the reauthorizations of law protecting people with disabilities and the awareness of negative postsecondary outcomes, society has become aware this issue needs to be addressed. In 2005, the National Transition Assessment Summit did exactly this by creating a simplified document that represents the individual while providing a platform for self-determination skills to be learned and applied. Research demonstrates that states, school districts, and teacher credentialing programs have not fully exposed teachers, students, or families to this information. In addition, the literature has documented the need for teachers to address transition for populations outside of the Eurocentric American middle class value system in a more culturally responsive manner, especially when working with marginalized CLD students with disabilities. Consequently, there is a

need for the CRSOP training and support program, one that provides teachers with the legal knowledge and best practice when working with this population.

Research Questions

1. How did the teachers implement the CRSOP process?

2. What kinds of teacher knowledge changes, if any, occurred as a result of the CRSOP process?

3. What effects, if any, did the teacher knowledge changes have on their practice of the SOP process?

4. What effects did changes in the teachers' practice have on the students and their families?

Definition of Terms

Culturally and Linguistically Diverse (CLD)- from an ethnic background, language, or experience that differs from the mainstream "Eurocentric" culture of the United States.

Culturally Responsiveness- to value the student and families cultural background, experiences, and perspective; the ability to learn, relate, and apply cultural knowledge to diverse groups of people; to be sensitive to other's cultural differences when assessing, planning, and communicating.

Family- refers to blood relatives, guardians, foster parents, family friend, mentor, case manager, probation officer, or other person who plays a significant role in the youth's life.

Individualized Education Program (IEP)- the established program based on the individual needs of a student with a disability. The IEP addresses educational needs and goals of the student based on assessments of disabilities.

Marginalized Youth- youth who experience negative factors such as poverty, foster care, violence, unstable housing, and unstable support systems.

Mild/Moderate Disabilities- also known as high incident disabilities, mild moderate disabilities including cognitive delays, emotional/behavior disorder, learning disabilities, moderate mental retardation, traumatic brain injury, speech and language impairment, and other health impairment.

Postsecondary Transition- the transition from high school to adult life, especially in the areas of education/training, employment, and independent living.

Self-Determination- the ability to self-advocate, make good choices, problem-solve, make good decisions, set and attain goals, self-regulate, have self-awareness, and self-efficacy.

Summary of Performance (SOP)- Official postsecondary transition document mandated by Individuals with Disabilities Education Improvement Act (2004) to assist and support students with disabilities in their postsecondary transition.

Students with disability- A youth who is determined under Individuals with Disabilities Education Improvement Act (2004) to have a disability. This term is used interchangeably with students with special needs, youth with disability, and exceptional learner.

CHAPTER TWO

REVIEW OF LITERATURE

Research indicates students with special needs do not receive the necessary supports and/or services which could aid in them achieving positive postsecondary outcomes, especially when compared to their non-disabled peers (Blackorby & Wagner, 1996; National Center for the Student of Postsecondary Educational Support, 2000; NLTS2, 2003; Power, Gil-Kashiwabara, Geenen, Powers, Balandran, & Palmer, 2005; Ward & Barry, 2005). In addition, many teachers have not been properly trained in effective postsecondary transition law or practice (Benitez, Morningstar, & Frey, 2007; Kim & Morningstar, 2007; Wandy, Webb, Williams, Bassett, Asselin, & Hutchinson, 2008). Also, marginalized CLD (CLD) students with disabilities have specific needs, resources, and circumstances that need a culturally responsive approach (Goff, Martin, & Thomas, 2001; Harry, 1992; Landmark, Zhang, & Montoya, 2007). The current study observed the influence of a Culturally Responsive Summary of Performance (CRSOP) training and support program on teachers, students, and their families.

This chapter is organized into four sections. First, a review of the current reality for students with disabilities, and more specifically, marginalized CLD student with disabilities is presented. In a second section, the legal history of special education transition beginning with the Civil Rights Act of 1964 up to Individuals with Disabilities Education Improvement Act (IDEA, 2004) is described. In the third section, the research-based best practice, self-determination, is explained. In the final section, a review of the research supporting culturally responsive practices during transition planning is

presented. The CRSOP transition training and support program combines the best practices of self-determination and cultural responsiveness to educate and support teachers with the transition of their marginalized CLD students with disabilities.

These three research topics reviewed in the three sections of the literature review provide a basis for the design of the CRSOP teacher training and support program. Figure 1 depicts the information provided in the CRSOP teacher training and support program to implement a CRSOP. This includes necessary knowledge and best practice for a teacher trying to complete a CRSOP when working with marginalized CLD students with disabilities: transition history, the SOP process with self-determination, and culturally responsive practices. Because a teacher would need to understand all three of these aspects, they are included in the CRSOP training and support program.

Postsecondary Transition History

Historically, students with disabilities experience negative postsecondary outcomes as indicated by the unfortunate postsecondary statistics collected. This phenomenon supported the establishment of explicit laws to address transition into adulthood. Therefore, when examining postsecondary transition it is important to review the legal history, beginning with the Civil Rights Act of 1964 to the birth of transition requirements in the mid-1980's followed by the SOP mandate (IDEA, 2004). Because the SOP only recently came into being, it has not been thoroughly studied, however, a synthesis of current transition research around best practice is reported.
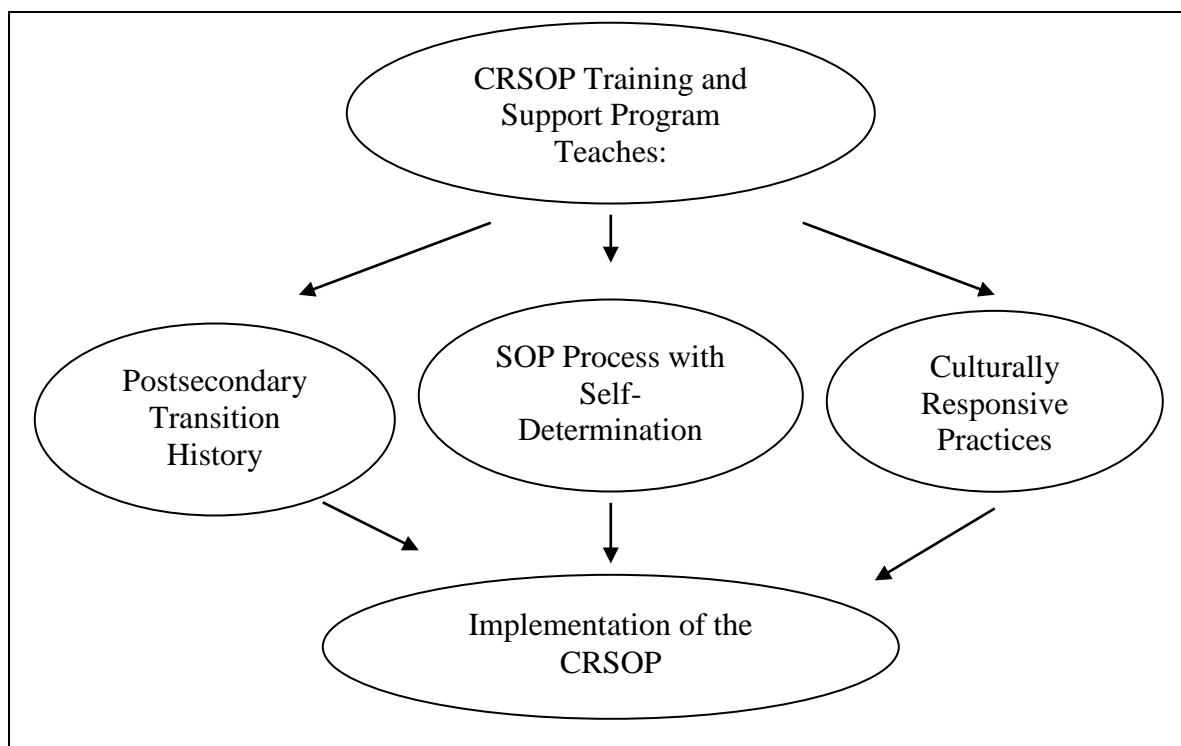
Figure 1. Review of Culturally Responsive Summary of Performance training and support program research and literature.

Even with the current focus and relevance of the SOP, students with special needs are struggling with postsecondary outcomes when compared to their non-disabled peers in the areas of employment, education, and independent living (National Center on Secondary Education and Transition, 2002; National Council on Disability, 2003; NLTS2, 2003). Research has indicated marginalized CLD students with disabilities struggle in the transition process and experience more negative postsecondary outcomes (Goff, Martin, & Thomas, 2007; Kashiwabara, Hogansen, Geenen, Powers, & Powers, 2007; Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Leake & Boone, 2007; Trainor, 2007). However, by improving transition processes to meet their individual needs, it is believed educators can improve this phenomenon.

The negative postsecondary outcomes for marginalized CLD students with special needs include unemployment, poverty, criminal involvement, a lack of living independently, and low enrollment in postsecondary education/training (NLTS2, 2006). Although these statistics are not solely found in this population, a significant number of marginalized CLD students with special needs have an increased chance of facing these poor outcomes. In a recent study, Chambers, Rabren, and Dunn (2009) compared the postsecondary transition experience of students with disabilities to students without disabilities in 129 school districts based on the Alabama Post-School Transition Survey. The local education agency personnel who had participated in a 30 minute training on distributing and administering the surveys conducted the survey using interviews on the phone, in person, or by "other means". Chi-square analyses of the responses were conducted and cross-tabulation was completed on both groups (students with a disability and students without a disability) for questions about personal interests activities and barriers.

Responses indicated students with and without disabilities reported similarities in residence (86% living with their parents) and employment (70% employed) one year after high school (Chambers, Rabren, & Dunn, 2009). Responses also indicated differences in personal interests and activities, postsecondary education and training, and desire to live independently of families for students with and without disabilities. However, Chambers, Rabren, and Dunn (2009) also found students with disabilities identified only one interest or activity they participated in, while students without disabilities listed many. This may be due in part to students without disabilities attend postsecondary education/training. While 19% of students with disabilities attend postsecondary education/training facilities,

40% of their non-disabled peers are enrolled and attending college/training programs. Interestingly, students without disabilities reported a desire to live independently of families. Also, students with disabilities reported transportation as a barrier since exiting high school. Both groups of students, with and without disabilities, responded they felt their high schools prepared them for what they wanted to do after high school, 80% and 70%, respectively.

The following is an examination of national data on these outcomes including further analysis of cultural identification factors such as age, gender, race/ethnicity, socioeconomic level, and educational experience. Many of the following statistics on students with disabilities are pulled from the National Longitudinal Transition Study 2 (NLTS2) data (2003, 2005, 2006) and independent researchers.

In the United States high rates of unemployment, poverty, violence, and crime are prevalent, with urban areas being at an even greater risk for these factors (Bureau of Labor Statistics, 2009; National Poverty Center, 2007; United States Census Bureau, 2000). For example, in 2000 the national unemployment rate was 4.0% compared to 9.5% in 2009 (Bureau of Labor Statistics, 2009). Bureau of Labor Statistics (2009) show higher unemployment rates for those ages 16-20 year olds (24%), males over age 20 (10%), and females over age 20 (7.6%). This indicated the high school population experience high rates of unemployment with males struggling with employment more than females. Additionally, unemployment statistics reflect the following racial divide: Whites, 8.7%; Blacks, 14.7%; Hispanics, 12.2%; and Asians, 8.2%.

The level of education appears to be a factor in unemployment rates. People with less than a high school diploma have an unemployment rate of 15.5%, while the rate of

unemployment for people with just a high school diploma decreased to 9.8%. Nationally, the rate for those with some college, but less than a bachelors degree is 8.0% and college graduates unemployment rate is 4.7%. These numbers reflect the high rates of unemployment that have been correlated with high rates of academic underachievement and poverty (United States Census Bureau, 2000). In addition, people with special needs have lower academic achievement, as well as an unemployment rate of 14.3% (Department of Labor, 2008; NLTS2, 2006).

In the 2000 Census, rates of poverty were shown to have risen nationally to 12.4% (United States Census Bureau, 2000). Racial subgroups are affected more severely by poverty, with Hispanics and Blacks having significantly greater levels, 21.5% and 24.5% respectively. The Panel Study of Income Dynamics (PSID, 2010) data, 1968-2005, examines the phenomena and outcomes of children living in poverty by race. Data indicate 37% of children experience poverty and 10% of those children are consistently poor, with Black children more than twice as likely to experience poverty and seven times as likely to grow up persistently poor as compared to White children (Ratcliffe & McKernan, 2010). In addition, poverty seems to be cyclical in nature with households going above and below the poverty level throughout the child's youth (McLoyd, 1998; Ratcliffe & McKernan, 2010). Households headed by single women also have particularly high rates of poverty, 28.3% versus 4.9% for married-couple homes (National Poverty Center, 2007).

Poverty has been empirically linked to several life-altering outcomes including poor academic achievement, low socio-emotional functioning, developmental delays, behavioral problems, inadequate nutrition, and pneumonia (Geltman, Meyers, Greenberg,

& Zuckerman, 1996; McLoyd, 1998; Parker, Greer, & Zuckerman, 1988). Evidence has

shown a connection with poverty to negative adult outcomes, such as poor housing,

homelessness, inadequate childcare, unsafe neighborhoods, and poor schools (Fairchild,

1984; Lott & Bullock, 2000; Ratcliffe & McKernan, 2010). People with disabilities are

three times as likely to live in poverty as compared to their non-disabled peers (National

Organization on Disability, 2004).

Research also indicates areas with higher poverty rates tend to have higher rates

of high school dropouts (Mayor, 2002). Students more likely to drop out of high school

include students who participate in general deviance (deviant behavior and/or sexual

activity), deviant affiliation (peers who are involved in antisocial behavior), structural

strains (race, ethnicity, gender, low socio-economic status), low family involvement (low

parental expectations and lack of education), and few interpersonal relationships at school

(Abbot, Hill, Catalano & Hawkins, 2000). Notably, the national dropout rate for high

school students in 2006 was reported as 9.6%, with 5.8% White, 10.7% Black, and 22.1%

Hispanic (National Center for Educational Statistics, 2008). The dramatic number of

national and local dropout rates for secondary students adversely affects their future

(NLTS2, 2006).

The NLTS2 data was collected from a national sample of students age 13 to 16

year olds as they grew into adulthood, their parents or guardians, teachers, and principals

using phone interviews, mail surveys, and school records. The NLTS2 variables were

reported by disability, age, gender, income, ethnicity, grade, and urbanicity. The sample

size includes more than 11,000 youth and support team (teachers, principals, parents, and

guardians). According to the National Longitudinal Transition Study 2 (2006), two-

thirds, or 66%, of students with disabilities drop out of high school (Wagner, Newman, Cameto, Levine, & Garza, 2006). Unfortunately, less than 50% of students with emotional disorders have been shown to hold a job after high school, and of that number, a majority of them make minimum wage (NLTS2, 2005). Not surprisingly, while the national income and health levels have decreased there has been an increase in crime, antisocial behavior, and expenses for social services (Smith, 2003).

With the integration of transition services postsecondary outcomes for youth with disabilities have made improvements, but unfortunately, they continue to fare worse than their non-disabled peers (Harry, 1992; NLTS2, 2003). First, while the dropout rate for students with disabilities is around 40% (60% for students with emotional disorders); the dropout rate for youth without disabilities is closer to 5% (NLTS2, 2003; National Center for Educational Statistics, 2006). In addition, unemployment rates continue to be dismal for the population of people with special needs, 46% unemployed, versus the national unemployment rate of 5% (NLTS2, 2003, United States Department of Labor, 2008).

Longitudinal research (NCD, 2003; NLTS2, 2003) from the 1980s to 2003, indicate more students with disabilities have graduated from high school (17% increase) and enrolled in a postsecondary education program (32% increase), which indicate some success of transition programs for these youth. This success may be due to the push by Congress since 1983 to address concerns about students with special needs exiting from high school without the basic skills necessary to obtain and hold a job or to live independently (Wills, 1984). Congress believed if students with special needs were equipped with outcome-oriented goals and result-focused interventions, they would succeed in postsecondary living (USDL, 1990). In addition, a student who is successful in

postsecondary education, vocation, or employment will be a more productive citizen (USDL, 1992). The societal cost of not having a transition program for students with disabilities could result in incarceration, unemployment, and increased dropout rates (NLTS2, 2003).

Even with transition requirements established in the last 40 years, only a slight increase has been seen in enrollment and completion of postsecondary programs or education for students with disabilities (Black, Smith, Chang, Harding, & Stodden, 2002; Brinckerhoff, McGuire, & Shaw, 2002; Gilmore, Bose, & Hart, 2003; NLTS2, 2005; Wagner, Cameto, & Newman, 2003). Enrollment in postsecondary education statistics for students with disabilities indicated a lower percentage of enrollments than their non-disabled peers as well (NLTS2, 2005). Only 39% of graduates with special needs and 9% of dropouts with special needs were enrolled in any postsecondary education (NLTS2, 2003).

Successive years of academic failure can lead to increased rates of dropping out of high school, which in turn may create the high unemployment rates, and crime (Lunenburg, 1999; Hodgkinson, 1998; Youth Substance Use, 1997). For example, academic failure can manifest in many areas: reading, writing, math, and social skills development. Inability to succeed in these areas could affect the ability to gain and keep a job, thus leading to a higher unemployment rates (NLTS2, 2005). Other examples of the effects of dropping out of school include an increase of violent crime on school sites. Clearly, the effects of dropping out are detrimental and costly to society at both the local and national levels.

Poor academic achievement has been linked to criminal activity; California leads the nation with the highest juvenile incarceration rate and the nation's highest juvenile unemployment rate (Mears, 2006). This rate of criminal activity in California schools is combined with the staggering fact that students with emotional disorders (ED) are more likely to be involved in criminal activity than other students (NLTS, 1993; NLTS2, 2006). As Wagner (2005) noted, almost 50% of students with ED and 31% of students with Learning Disabilities (LD) have been arrested while in high school (Wagner, 2005). Additionally, three years after leaving school, 73% of students with ED have been arrested, within two years of leaving school, 59% of students with ED were unemployed, and 30% of students with LD were unemployed. Furthermore, 20% of youths in juvenile justice facilities are those with serious emotional disturbance, most of whom suffer from a diagnosable mental disorder (NLTS, 1993; OJJDP, 2000; Wagner, 2005). Students with emotional and learning disorders suffer poor outcomes such as unemployment, poverty, violence and crime, and appear to have a very limited platform for academic or social success.

Students with disabilities are less likely to graduate on time, enroll in college, or graduate with a postsecondary degree than are their non-disabled peers (Getzel & Briel, 2006; Roessler & Rumrill, 1998; Sharpe & Johnson, 2001; Vreeburg Izzo, Herzfeld, Simmons-Reed, & Aaron, 2001). Overall, only 72% of students with disabilities reported high school completion and some individual with disabilities demonstrated even lower statistics, for example, students with emotional disturbance graduated at a rate of 56% of the time (NLTS2, 2005). Black students with disabilities graduated 77% of the time while Latino students with disabilities were graduating 60% of the time (NLTS2, 2005).

Students with special needs experience job and financial instability as well (NLTS2, 2005; National Organization on Disability, 2004). Thirty-five percent of people with disabilities are employed, compared to 78% of those without disabilities (National Organization on Disability, 2004). According to the National Longitudinal Transition Study 2 (2005), 46% of youth with disabilities are employed when they complete high school (only 38% of students with disabilities who dropped out of high school were employed). In 2003, 62% of students with disabilities earned less than $7.00 per hour at the time of their completion of high school and majority of those youth lived with their parents, 78% for students with emotional disturbance (NLTS2, 2005). Only 39% of those who completed high school and 16% of those who dropped out had a checking account, the numbers holding credit cards were 21% and 10%, respectively (NLTS2, 2005).

These emergent of the disturbing statistics, along with the support from Madeline Will, Assistant Secretary of the Office of Special Education and Rehabilitative Services, postsecondary transition planning in special education became a federal priority in 1983. She promoted "bridging" the gap between high school and adulthood prior to students graduating or aging out of special education. In 1990, the Individuals with Disabilities Education Act (IDEA) mandated transition requirements in the Individual Education Program (IEP) for youth beginning at age 14, including appropriate assessment data and planning arranged prior to graduation or aging out of special education. This law was reauthorized in 1997 and then again in 2004 (called the Individuals with Disabilities Education Improvement Act, 2004). The reauthorized law changed the wording concerning transition to state the local education agencies (LEAs) must solicit parental involvement during transition planning, specifically during the SOP process.

Summary of Performance with Self-Determination Skills

The SOP is a legal document mandating the high school to "provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals." (20 U.S.C. §1414[c][5][B][ii]; see 34 C.F.R. §300.305[e][3]). The law states this document should be completed with all students holding an Individualized Education Plan (IEP) who are exiting from school through graduation with a diploma or aging out of special education. Consequently, research indicates not only is the SOP rarely being implemented, but the methods of implementation are not consistent between districts or states (Sopko, 2008).

Over the last twenty-five years the federal government has increased attention and funds directed towards postsecondary transition for students with disabilities (United States Department of Education, 2007). Despite these efforts, many exiting high school students with disabilities are experiencing negative outcomes compared to their non-disabled peers [No Child Left Behind Act (NCLB), 2000; National Center on Secondary Education and Transition, 2002; National Council on Disability, 2003; NLTS2, 2003]. Incidentally, the U. S. Department of Education has increased focus of transition for students with special needs by instituting individualized transition plans and regulating transition services (IDEA, 2004; NCLB, 2000; Turnbull, Stowe, & Huerta, 2006). Nevertheless, creating a bridge from the theoretical legislation centered on postsecondary success to classroom implementation would benefit students with special needs (Hong, Ivy, Gonzalez, & Ehrensberger, 2007; Izzo & Kochhar-Bryant, 2007; Madaus, Bigaj, Chafouleas, & Simonsen, 2007; Sopka, 2008).

The SOP was developed because of the Department of Education's interest in implementing more relevant and accessible document for postsecondary transition using self-determination and self-advocacy, with the intention of decreasing the negative postsecondary outcomes that historically plague this population (IDEA, 2004; Madaus, Bigaj, Chafouleas, & Simonsen, 2007; Temkin, 2008). The federal government's plan for addressing postsecondary transition for students with special needs, the SOP, is to work more individually with students on gathering information, creating goals, and organizing contacts and resources (Kochhar-Bryant & Izzo, 2006; Martin, Van Dycke, D'Ottavio, & Nickerson, 2007).

Kochhar-Bryant and Izzo (2006) and Madaus, Bigaj, Chafouleas, and Simonsen (2006) describe the results of the dialogue during the National Transition Documentation Summit in 2003 where various stakeholders (representatives from secondary and postsecondary education systems, rehabilitation specialists, advocates, and parents) worked collaboratively on the SOP in hopes of bridging the gap between secondary and postsecondary life for students with disabilities. Based on these conversations a recommended template for the SOP was created including five parts. Part one covers the background information and most recent results from formal and informal assessment testing. Part two includes the postsecondary goals such as living environment, postsecondary education/training, and employment goals. The third part is the actual summary of academic, cognitive, and functional levels of performance. In addition any accommodations or modifications needed should be included and explained. Part four is the recommendations for assisting the student meet their postsecondary goals. This part should explicitly present suggestions for aiding the student including working with

outside agencies, adaptive devices, services, and strategies for problem solving. Finally, part five is the student input section. These areas provides the student with the tools to apply and practice self-advocacy skills for their disability, to recognize what works for them, and what they need to explain to potential instructors or bosses with whom they work with in the future.

In addition, Kochhar-Bryant and Izzo (2006) explained how the SOP reduces barriers in transition. During the Summit, the benefits to implementing the SOP were promoting self-determination and self-advocacy skills, providing appropriate guidance counseling and coordination in high school, focusing on reasonable supports and accommodations, increasing service coordination and access to Vocational Rehabilitation services, finding additional resources to support postsecondary education and employment, help youth meet the 2- and 4- year college entrance requirements, improving access to technology, addressing variations among postsecondary institutions, and improving the preparation of working with postsecondary institutions on meeting the needs of people with disabilities.

With the emergence of the SOP, many districts, educators, students, and post-secondary institutions are unclear of the implementation and application of appropriate transition (Sopko, 2008). In fact, many state education agencies (SEA) and local education agencies (LEA) have yet to integrate the SOP for students with disabilities who are exiting from special education (Sopka, 2008). Furthermore, problems have been identified when a student is inappropriately transitioned from high school, either due to dropping out, aging out, or graduating without a comprehensive understanding of their disability (Sopka, 2008). Likewise, transition services are inconsistent, fragmented, and

unable to prepare students for post-secondary struggles (Dukes & Shaw, 1999; Izzo, Hertzfeld, & Aaron, 2001; National Council on Disability, 2003; Stodden, Jones, & Chang, 2002).

Sopka (2008) researched the implementation practices of SOP in all of the SEA (for this study SEA refers to state education agencies and non-state jurisdictions) since IDEA (2004) using Project Forum survey. The National Association of State Directors of Special Education (NASDE) conducted this survey in collaboration with the U.S. Department of Education's Office of Special Education Programs (OSEP). Forty states responded to the survey that could be completed using email, fax, or the online survey program Zoomerang.

Results of the survey indicated the lack of implementation of SOP. Twenty-five of the 40 states respondents agreed their SEA currently had a policy, four were developing a policy, and eleven SEAs indicated their state had no SOP policy at that time. Most of the SEAs implementing the SOP policy included guidance or procedures for the following: purpose, information to include in a SOP, list of who receives the SOP, timeline of developing the SOP, and a sample form.

Nineteen of the states also included who should be part of the development of the SOP, 17 states gave recommendations for including student input, 15 states mentioned information of the necessity of inter-agency collaboration, and 13 states gave guidance on how to incorporate the SOP using the IEP. Many of the SEAs who are implementing the SOP policy, are using collaborative process when creating the policy using members from all levels (SEA, LEA, district specialists, and teachers). Some SEAs even worked with other agencies when creating their SOP process, such as higher education faculty,

vocational rehabilitation personnel, and parents. Six states reported working with students, while five states worked with businesses and employers.

When examining the use and implementation practices of the respondents, Sopka (2008) markedly found four of the respondents were using an exit document prior to the IDEA reauthorization (2004), two of which continue to use the same form. Many SEAs (30) make an SOP form available, but do not require LEAs to use the form.

SEAs seem to differ on the requirement of which students need an SOP. Most (38) provide SOPs for students graduating with a regular high school diploma, 30 states create them for students aging out, only 18 states write SOPs for students leaving with a certificate of completion, 8 SEA make SOPs for dropouts, and 7 SEAs give SOPs to students who elect to terminate special education services. Only one state (Florida) provides SOPs to all exiting students. SEAs differ on when they complete the SOP, but most occur in their last year prior to leaving the district. In six states, the SOP is done during the annual review of the IEP, however, it should be noted it is not a required page of the IEP (IDEA, 2004).

Sopka (2008) reviewed the SEAs perception of the SOP and found most SEAs find them to be an informative tool, however, none of the states have collected any data concerning the impact of the SOP process. Thirty-seven SEAs reported a smoother transition from secondary education, many (33 SEAs) indicated an increase in self-advocacy skills for students with special needs, and 32 SEAs thought the SOP gave students better access to disability services in their postsecondary education. Engaging students in learning more about their strengths and goals was an outcome reported by 30

SEAs. Seventeen states reported a reduced need for a comprehensive psycho-education evaluation necessary to qualify for postsecondary disability services.

Staff dedicated to the process and implementation of the SOP in each of the SEAs differed, ranging from .01-6.0 full time equivalency. The SOP staff's responsibilities included developing handbooks, documents, trainings, and overseeing SEA and LEA SOP implementation. Many SOP staff also collected data and redesigned IEP forms to facilitate the SOP process in a more efficient manner. Thirty-six of the respondents reported they provided training and professional development on the use and implementation of SOPs.

Finally, Sopka (2008) found SOP challenges indicated by the SEAs were identified as overseeing, policy creation, and implementation (21 states). Inter-agency collaboration, guidelines, and computer-based SOPs seemed to affect some SEAs. Additional challenges stated also included: time to develop SOPs, connecting SOPs to the IEP, additional paperwork, and balancing best practices with federal requirements. Sopka (2008) reports the lack of data collected on the subject of SOPs has impeded the understanding and application of the process in all SEAs.

In addition to Sopka's (2008) report of SOP implementation at the SEA and LEA levels, Morningstar and Liss (2008) investigated how state education agencies are interpreting and implementing the new assessment requirements by surveying 51 states (50 states and the District of Columbia). A mailing list of SEA transition contacts from the 2005 national summit on transition was cross-referenced with websites and state agencies. The participants were given a forced-choice 16-item online survey on demographics and specific questions about the SEA transition activities. State education

agency transition coordinators (n=29), directions or assistant directors of special education (n=3), and people who identified themselves as "other" (n=4) completed the survey from 36 of the 51 states. Two-thirds of the respondents reported discussing the new IDEA transition requirements, however, only three states had developed new transition policies. Ten SEA reported they did "interpret the new requirement for age-appropriate transition assessment in the same manner as an evaluation or tri-annual reevaluation" while 22 said did not have that interpretation. Seventeen states indicated they recommended a timeframe for transition assessment, while the other states did not. Only one-fourth of the states responses indicated they use the results from psycho-educational assessments, while 15 SEA recommended specific transition assessments to be used. Only one state indicated the IEP transition goals in their state were based on age-appropriate transition assessments. Fifty-eight percent of the participants reported discussions were still continuing in their state about transition assessment. Morningstar and Liss (2008) study demonstrated a lack of implementation of transition assessment for writing students IEP was being organized and implemented at the state level.

Two studies examined the transition experience for special education teachers and found teachers perceive many barriers in executing positive postsecondary transition for their students (Benitez, Morningstar, & Frey, 2009; Wandry, Webb, Williams, Bassett, Asselin, & Hutchinson, 2008). Wandry, Webb, Williams, Bassett, Asselin, and Hutchinson (2008) examined teacher credential candidates from five teacher preparation programs about barriers to effective transition programming, while Benitez, Morningstar, and Frey (2009) survey 557 teachers in the field about their transition experience.

Wandry, Webb, Williams, Bassett, Asselin, and Hutchinson (2008) surveyed 196 teachers candidates (graduate students n= 76 and undergraduate students n= 129) from five institutions of higher learning (Western U.S. urban, Western U.S. rural, Southeastern U. S. urban, Mid-Atlantic rural, and Mid-Atlantic urban). The universities reported course content included five areas of competency in best practices in transition including: family involvement, student-focused planning, curriculum and instruction around transition, accountability and assessment, and interagency collaboration.

The survey included four sections: demographics, transition service preparation, implementation practices, and professional perspectives. Descriptive statistics were analyzed and principal component analysis (PCA) was performed on each of the five areas of competency. In addition, multivariate analysis of variance (MANOVA) was performed to identify changes from pretest to posttest.

The PCA on the pretest yielded single factors except for "student development" and "accountability and assessment", however, the PCA on the posttest were uni-dimensional. Both graduate and undergraduate teacher candidates reported getting no previous transition instruction prior to the formal instruction provided by the university during this study. The teacher candidates also reported "beginners level competence in transition" on the pretest in all competencies and moved to "explorer" or "novice" on the posttest. Participants identified parental involvement and student involvement as critical facilitators in the pretest but changed the frequency of responses in the posttest to educator knowledge and educator interest as critical facilitators (followed by student involvement and parent involvement). The four most identified barriers included lack of

educator knowledge, inadequate staff, inadequate fiscal support, and inadequate parental involvement.

Finally, teacher candidates' attitudes towards transition services and preparation were analyzed for emergent themes after the completion of their transition coursework using four open-ended questions. Respondents reported feeling "optimism and hope for more effective transition services" and their ability to implement these practices. Another theme centered around helping students develop self-determination and access services available to them. Concerns about administrative support, community understanding of disabilities, and lack of resources were stated. Participants addressed concerns around parent involvement and being unaware of services. In addition, concerns with teacher support and the negative attitude around providing transition services, lack of training, and other unmet needs was mentioned. Teacher candidates reported a need to begin students transition planning and delivery of self-determination skills earlier in the students education (elementary level). Lastly, the respondents reported optimism in learning transition skills, but concern about the lack of knowledge their peers (special educators and general educators), administrators, and student's families hold.

In another study about teacher's perceptions about the training they had received on transition, 557 special educators were administered the Secondary Teachers Transition Survey to assess their level of proficiency in planning and delivery of transition services, satisfaction with transition training, and frequency of transition service delivery (Benitez, Morninstar, & Frey, 2009). The data was analyzed using means and standard deviations of self-reported competencies, z-scores for independent variables, and correlation coefficients to establish the relationship between factors. Participants were middle and

high school special education teachers from 31 states randomly assigned from a database of 6,183 secondary special educators working with students with mild/moderate disabilities. The Secondary Teachers Transition Survey (STTS) was developed for the study and included two parts: demographic information and ratings of levels of preparation, satisfaction, and frequency of engagement in transition services and delivery competencies. Packets with the survey, cover letter, incentive, and return mailer were sent to participants and reminders were sent for packets not returned within 20 days.

Demographic results indicated a variety of teaching experience levels (33% taught 1-10 years, 34% taught 11-21 years, and 33% taught 22+ years), teachers working with different disabilities groups (51% learning disability, 11% mentally retarded, 9% multiple groups, 6% emotional disturbance, and 3% other), and level of secondary school (66% high school, 23% middle school, and 10% both). The researchers findings suggest special educators needs to be taught more skills and knowledge concerning postsecondary transition, there exist a lack of training on federal mandated postsecondary transition services, very few universities offering transition certification/endorsement, trainings should incorporate on-going support in effective transition strategies, and professional development opportunities should include evaluation and reflection on effectiveness of transition practices (Benitez, Morninstar, & Frey, 2009). The results of Benitez, Morninstar, and Frey's (2009) research support the current study's aim at training special educators in research-based, legally mandated transition practices.

In 2006, shortly after the SOP had been written into law, Izzo and Kochhar-Bryant completed two case studies effectively implemented SOP. Two students with different functional levels and postsecondary goals were included. One student with a

learning disability, who was college-bound, and another student with a cognitive impairment, who was working towards finding gainful employment, were included in the research. The researchers provided methods for completing the SOP for each of these situations.

The student with the college-oriented postsecondary goal began her transition planning in her junior year so she would finish in the winter of her senior year. This student needed to have current test results from the formal academic assessments (Woodcock-Johnson Achievement Test-III) to access disability services and accommodation for the entrance test (Scholastic Achievement Test) and at the college disability services. The transition team determined it was important for the student to be explicitly taught self-determination skills such as self-advocacy and to understand all components of the SOP including the results of the formal and informal assessments. She was also given a new psychological testing, career/vocational assessment, technology assessment, and records from past assessments were included. Her postsecondary goals included going to a 4-year college, using disability services, and obtaining a part-time job. A comprehensive summary of her academic, cognitive, and functional areas and a summary of self-determination and career-vocational needs was provided. Recommendations concerning assistance with meeting postsecondary goal and her perspective on her disability were recorded.

Alternatively, the student classified as mentally retarded had a different focus and information in his SOP. The focus was more on coordinating services and support providers. Assessments in the background section of the SOP included psychological/cognitive testing, achievement/academic assessments, adaptive behavior,

social/interpersonal, reading assessment, classroom observations, career/vocational assessments, and other assessments such as language, visual-motor integration, and both fine and gross motor skills. His postsecondary goals included working in a hospital, community integration (obtaining transportation vouchers), and using area recreational facilities. His SOP included social skills and behavior, independent living skills, and career/vocation/transition summaries of self-determination. Recommendations included transportation vouchers, job coach, and enrollment in an adult service program. In the student input section, the student was able to identify that he is a good worker, but when kids make fun of him and he gets mad it helps to speak to a peer mentor.

The results of this qualitative study give support to the individual attention each student needs when planning a positive postsecondary transition. Assessing a student appropriately for their functional levels and postsecondary goals is essential in offering an effective SOP.

Parents of youth with disabilities expect transition to be more difficult compared to parents of youth without disabilities (Whitney-Thomas & Hanley-Maxwell, 1996). Powers, Geenen, and Powers (2009) surveyed youth with disabilities and their parents about their transition expectations (goals, transition-related skills, and barriers to transition). Two-hundred-seventy-nine parents and 242 youth returned the mailed surveys with 43% White, 25% African American, 16% Latino/a, 4% Asian, 2% Pacific Islander, and 2% Native American (Whites were over represented, while Latino/as were underrepresented). Fifty-five items related to the research question were included in the survey.

Factor-analysis results indicated difference including parents valued teacher support more, youth reported greater self-esteem, more barriers to transition, and higher interest in taking on a substantial role in their future. Similarities included completing goals such as finishing high school, obtaining health insurance, and having access to a good doctor. In addition, both groups reported self-determination skills being important such as learning to take care of oneself, learning to protect oneself, and speaking up for oneself. Also, both groups saw family participation in transition as a positive aspect, rather than a hindrance.

States, schools, outside agencies, postsecondary schools/training centers, businesses, and families identify self-determination skills as key to positive postsecondary outcomes, especially for youth with disabilities (Agran & Hughes, 2008; Agran, Wehmeyer, Cavin, & Palmer, 2008; Brady, Rosenberg, & Frain, 2008; Leake & Boone, 2007; McGuire & McDonnell, 2008; Morningstar, Frey, Noonan, Ng, Clavenna, Graves, Kellems, McCall, Pearson, Wade, & Williams-Diehm, 2010; Pierson, Carter, Lane, & Glaeser, 2008; Thoma, Pannozzo, Fritton, & Bartholomew, 2008; Williams-Diehm, Palmer, Lee, & Schroer, 2010). The following section will outline self-determination theory and the researched-based practices for working with students with disabilities in learning self-determination skills.

Of the transition practices, self-determination is the most research-based practice reported in postsecondary transition for students with disabilities since Wehmeyer (1992) first introduced the term to special education. With the definition, assessments, and strategies for self-determination becoming more sophisticated, the understanding of how important these skills are in promoting students in special education to experience

successful postsecondary outcomes (Martin, Mithaug, Oliphint, Husch, & Frazier, 2002; Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997). Self-determination theory emerged in 1985 as the idea that humans will function optimally if they fulfill three innate needs: competence, relatedness, and autonomy (Deci & Ryan, 1985).

Ryan and Deci (1985, 1991) designed the Self-Determination Theory (SDT) to explain how human motivation and personality evolve from development and self-regulation of behavior. Amotivation, extrinsic motivation, and intrinsic motivation are the three identified types of motivation according to SDT. Amotivation is when someone has placed no value on the task; it is non-intentional, and there is a complete lack of control. A student that is performing a task for a reward or to avoid punishment, is seen as being extrinsically motivated. When a student wants to engage in an activity because they are interested or they participate out of enjoyment; they are said to have intrinsic motivation. These motivators each create different results.

When a student feels forced into an activity, especially one they don't feel competent to complete, they struggle with amotivation (Bandura, 1986; Ryan, 1995; Seligman, 1975). Amotivation is a defeating, non-regulatory style that does not allow for the student to be involved in the experience (Ryan & Deci, 2001).

Extrinsically motivated behaviors are motivators that provide a reward for completion of a task. Rewards span from physical gifts to self-awareness of accomplishment. Compliance, self-control, personal importance, and synthesis with self all fall on the continuum of SDT types of extrinsic motivation. When a behavior is performed for a reward, there has shown to be less investment and motivation. Intrinsic motivation, or the ability to seek out challenges to expand one's own capabilities and

knowledge to satisfy an inherent interest, requires a strong support system (Csikszentmihalyi & Rathunde1993; Ryan, 1995; Ryan & Deci, 2000).

Cognitive Evaluation Theory (CET) was introduced by Deci and Ryan (1985) as a theory within the SDT to frame the terms of intrinsic motivation. CET explains that motivation is placed within a social-contextual event that is able to enhance intrinsic motivation. For example, positive feedback helps promote a desire to learn for enjoyment. Basically, if a student feels autonomous and competent, their intrinsic motivation will increase (deCharms, 1968; Deci, 1975; Ryan, 1982). It is important to note that extrinsic rewards can undermine intrinsic motivation (Deci, Koestner, & Ryan, 1999). The extrinsic rewards can include material items, deadlines, evaluations, threats, and even punishments (Deci & Ryan, 1985).

Realizing the strength in extrinsic motivation is essential for the development of self-determined motivation (Deci & Ryan, 1985). Assisting students in becoming more intrinsically motivated will increase the possibility of lifetime motivation and success (Ryan & Deci, 2000). In addition, encouraging students, especially urban students in special education, to move from the amotivation (not valuing an activity and/or feeling incompetent) towards extrinsic motivation or intrinsic motivation allows them to see the worth in their achievement (Bandura, 1986; Ryan, 1995; Ryan & Deci, 2000).

Self-determination theory gives evidence that everyone has the innate aspiration to be successful, however, many of the students with disabilities have not acquired the skills to achieve their goals, especially after high school (Martin, Mithaug, Oliphint, Husch, & Frazier, 2002; Martin, Woods, Sylvester, & Gardner, 2005; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Wehmeyer & Schwartz, 1997). The following

studies have analyzed elements of self-determination theory with postsecondary

transition in the areas of social skills, goal setting, teachers misinterpretations and

misconceptions, and finally, cultural influences (Agran & Hughes, 2008; Leake & Boone,

2007; Pierson, Carter, Lane, & Glaeser, 2008; Thoma, Pannozzo, Fritton, &

Bartholomew, 2008; Williams-Diehm, Palmer, Lee, & Schroer, 2010).

Agran and Hughes (2008) surveyed and interviewed 17 high school and 56 junior

high school students with mild/moderate special needs about their participation in the IEP

process, self-determination skills taught, and reactions to have choices made by

themselves or others. Participants were selected in a convenience sample from a large,

urban, high poverty school district. The high school students reported little instruction on

being an active participant in the IEP process, in fact, only 4 of the 17 participants knew

what an IEP is and only 9 reported ever attending. Eighty percent of the students said had

never been taught to read an IEP or evaluate goals. However, participants did report some

self-determination skills being taught (goal setting 67%, self-advocating 94%, making

choices 67%, self-reinforcing 72%, self-monitoring 50%, self-instructing 46%, self-

evaluating 80%, and problem-solving 80%. Respondents also reported slightly more

favorable reaction to having the opportunity to make their own choices. Ninety-six

percent of junior high school students reported they did not know how to conduct their

IEP and they reported being taught self-determination skills "a lot", 82%, 97%, 96%,

78%, 82%, 94%, and 93%, respectively. The junior high students reaction to having

choice made for them was 70% disliked parents and teachers making choices for them.

This study supports the need for students to learn skills for directing their own transition

planning and SOP meeting to increase self-determination skills as addressed by the proposed study.

In another study about self-determination, Pierson, Carter, Lane, and Glaeser (2008) examined how social skills influence the capacity for self-determination of 90 high school students with disabilities (43 with emotional disturbance and 47 with learning disabilities) using the AIR Self-Determination Scale and the Social Skills Rating System-Secondary Teachers Version. Participants for the study were selected using a random-number table for students from 2 comprehensive and 2 alternative schools. The AIR self-determination scale was administered to identify self-determination capacities and opportunities and the Social Skills Rating System-Secondary Teachers Version was used to identify social skills and problem behaviors. Results were analyzed using bivariate correlation and multiple regression procedures and supported that social skills were a significant predictor of a student's capacity for having self-determination skills, although social skills are not a predictor of self-determination opportunities given to students. This supports the idea that self-determination skills should be imbedded into the curriculum and practice for students, not necessarily as a stand-alone activity.

Another example of examining self-determination skills and transition planning of students and teachers was studied by Williams-Diehm, Palmer, Lee, and Schroer (2010). Middle school and high school students with disabilities (n= 198 and 189, respectively), and their corresponding special education teachers, responses were coded after the students completed the American Institute for Research (AIR) Self-Determination Scale (Wolman, Campeau, Dubois, Mithaug, & Stolarski, 1994). The researchers asked them to identify current academic, transition, and social goal of the students to determine

differences between the by school level and ability level. There were 133 low ability level students and 254 normal level students included in the sample. Interrater reliability using Cohen's K was applied to both categories. All of the students included academic goals most frequently, however, high school students reported more non-academic goals than middle school students. This may indicate a bigger focus on life after high school. They found high school students and their teachers reported more transition goals around education and employment. Also, students reported more product-oriented goals, whereas teachers reported more process-reported goals. Also, many students in high school set long-term goals that were related to achieving career choices and less around classroom management.

Finally, Thoma, Pannozzo, Fritton, and Bartholomew (2008) investigated preservice teachers' understanding of self-determination with students with significant disabilities (cognitive). In their qualitative study they had 50 preservice teachers define and explain how they would plan to implement self-determination activities in a secondary classroom. They coded the responses including misconceptions and misinterpretations using their midterm examination responses. The results examined teacher understanding, how much of a priority self-determination was, and identification of specific self-determination skill development.

Most of the preservice teachers were able to define self-determination, some even quoting the accepted definition by Wehmeyer (1992), however, the teachers rarely included descriptions of how they would implement the core components of the skills. Teachers reported they were very aware of methods and pedagogy that would advance students' self-determination skills including person-centered planning, student-directed

IEP process, and self-determined learning model of instruction. Unfortunately, teachers also seemed to have misinterpretations and misconceptions about self-determination skills. They usually described what they, as teachers, would do rather than steps the students would take. Other teachers discussed how self-determination skills require good communication, whereas that has not been shown. Overall, teachers reported they would be able to "control" the acquiring of self-determination skill, and evidence indicates the teacher can provide opportunities but they cannot control what the students take away.

As these researchers described, best practice in postsecondary transition, specifically with enhancing self-determination skills, is a multi-faceted approach supporting students in being more successful in adulthood. One of the factors in working with students is understanding their individual needs. An important aspect of this is based in the students culture: ethnicity, economic level, age, disability, family values, educational values, language, and more. Educators need to address the cultural background of their students and themselves to ensure their postsecondary transition is not solely based on Eurocentric values of what a successful life after high school looks like.

Culturally Responsive Practices

Being that the Civil Rights Act of 1964 laid the foundation for special education, there is no surprise that cultural issues arise when discussing Individuals with Disabilities Improvement Act (2004). Culture is defined as qualities, behaviors, and beliefs of a person, therefore, the elements mention above play into the "individualized" attention student need when serving them under IDEA and Americans with Disabilities Act (ADA). Because of the multitude of cultures that make up the United States, special

educators have a responsibility to become aware and address these issues when instructing and planning for the students' futures.

Research has demonstrated students with special needs who come from a variety of marginalized cultural and linguistic backgrounds often struggle in postsecondary transition (Bui & Turnbull, 2003; Cholymay, 2004; Doren, Lindstrom, Zane, & Johnson, 2007; Gay, 2000; Geenen, Powers, Lopez-Vasquez, & Bersani, 2003; Gil-Kashiwabara, Hogansen, Geenen, & Powers, 2007; Goff, Martin, & Thomas, 2007; Harry, 1992; Landmark, Zhang, & Montoya, 2007; Leake & Boone, 2007; NLTS2, 2006; Roessler, Hennessey, & Rumrill, 2007; Trainor, 2007; Weidenthal, & Kochhar-Bryant, 2007; Zhang & Katsiyannis, 2002; U.S. Department of Education, 2004). In addition, a majority of teachers are white and born to middle class homes, while the populations they serve are not (Banks, 2004; Gay, 2000; Darling-Hammond, 2006). Linda Darling-Hammond (2006) outlined inequality in the education systems working with CLD students due to lack of resources, textbooks, larger class sizes, lower budgets, less computers, fewer facilities, lower curriculum standards, and less access to qualified teachers. Transition research has indicated that having a cultural understanding of various groups using community involvement, translators, community liaisons, and student input has been effective, however, this is not the norm in transition services provided for students with special needs (Izzo, 2006; Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Leake & Boone, 2007; Powers, Geenen, & Powers, 2009; Trainor, 2007; Whiney-Thomas & Hanley-Maxwell, 1996).

As seen in Figure 2, many factors effect this population. This supports this idea that extra efforts should be made by educators to understand students and families' prior

experiences and knowledge about the transition services. For example, families, students, and agencies have a hard time working together when they do not speak the same language (technical jargon or home language) (Izzo, 2006; Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Leake & Boone, 2007; Powers, Geenen, & Powers, 2009; Trainor, 2007; Whiney-Thomas & Hanley-Maxwell, 1996).

Barriers to Successful Postsecondary Transition for Marginalized CLD Students

* Poverty

* Unemployment

* Violence/crime

* Teachers from different cultural and ethnic backgrounds

* Language barriers (special education jargon and/or home language differences)

* Lack of support systems (foster care, homeless, single-parent, unstable home, etc)

* Low knowledge of transition rights, resources, or process

Figure 2. Factors that effect marginalized CLD students with disabilities.

The SOP can be used as a common language piece to unite each member of the team (Sopka, 2008; Whitney-Thomas & Hanley-Maxwell, 1996). The lack of proper implementation and culturally insensitive transition methods seems to contribute to lack of success of this population, therefore, and examination of methods and tools to address these factors is needed (Gay, 2000; Leake & Boone, 2007).

Consequently, the purpose of this study is to examine the effects of implementation of a culturally responsive SOP for marginalized students with special needs from culturally and linguistically diverse background from the perspectives of the student, educator, and family. Therefore, by training special educators in proper

culturally responsive implementation practices for implementing the SOP, providing families and support systems with opportunities for involvement and resources, and working with students individually will increase the postsecondary transition outcomes for marginalized students with special needs from CLD in urban districts.

Proper implementation of the SOP includes a comprehensive description of the student's abilities, strengths, needs, and goals. The goals are determined through on-going assessment from educators, counselors, families, student, and outside agencies. The SOP intension is to be student-focused and led with school, family, and interagency efforts. For these reasons a culturally responsive SOP is best practice, however, methods for implementation are not yet documented. Because little research has focused on culturally responsiveness of the SOP, the purpose of this paper explores the need for culturally responsive method of implementing the SOP for students from culturally and linguistically diverse (CLD) populations (Callicott, 2003; Gay, 2000; Trainor, 2007). CLD students include youth from various ethnic, cultural, and language backgrounds who may or may not be raised in economically depressed areas, this term previously considered "minorities" in the research. White refers to students from more European American decent who are often raised in middle class homes. Culturally responsive SOP are reviewed through examining the influence and common factors of CLD family involvement, examining needs for students from CLD backgrounds, and collaboration in assessment and transition planning for CLD students.

Gay (2000) defines cultural responsiveness as educators using the cultural knowledge, prior experiences, and performance of diverse students to make learning more appropriate and effective for students by using the strengths of the students to drive

curriculum decisions. The culturally responsive perspective is a researched-based method of addressing the needs of students and teachers from multiple backgrounds. According to Gay (2000), being culturally responsive includes working with students in a way that responds to all members' cultures, systematically evaluating, creating, and implementing curriculum and assessment into the classroom. Because being culturally responsive facilitates relationships by using the students' strengths and prior knowledge, a culturally responsive SOP can be an effective way to utilize students life experiences to bridge the gap between homes, community, and schools (Gay, 2000, Villegas & Lucas, 2002).

Studies have demonstrated there are benefits of parent involvement in transition and also heavy costs from parents not being involved (Landmark, Zhang, & Montoya, 2007; Leake & Boone, 2007; Trainor, 2007). Not only is parent involvement best practice, but parents can voice cultural values and concerns and be utilized as role models. Morningstar, Turnbull, and Turnbull (1995) found students and their families value the process and have a desire to be included in the transition planning for their child. Many families reported a desire to have input in the educational, job placement, and independent living decisions (McNair & Rusch, 1991). Schalock & Lilley (1986) also found the students who had families who were more involved in the transition process had better postsecondary outcomes in employment than those students whose parents were less involved. Finally, many CLD families are more home centered than the "traditional" White American family, and therefore, family involvement is a necessity rather than an option.

Despite the evidence that parental involvement benefits the transition process, research demonstrates schools are not involving parents (deFur, Todd-Allen, & Getzel, 2001). This is especially disconcerting due to the rise in multiethnic families in America's society (U.S. Census Bureau, 2001, 2006). The cost of reduced parental involvement includes parents feeling undervalued by a school system that does not appear to promote CLD ideas. Also, they notice a lack of CLD representation at meetings, lack of special education knowledge being disseminated, a negative history with schools is continued, and language barriers continue to impede communication between families and educators.

In addition, educators need to understand the diverse backgrounds of their students to effectively encourage parents to participate in transition. There is a need to understand current levels of special education knowledge and life experiences of educators and families of students with special needs and how this information reflects the student's transition (Landmark, Zhang, & Montoya, 2007). Families and teachers seem to lack the knowledge of the legal requirements and involvement, the importance of family participation in IEP and transition meetings, reasons why employment and home support are necessary, and the emotional stresses of the parents during the transition process. All of these findings are reported as unaddressed themes in the literature (Geenen, Powers, & Lopez-Vasquez, 2001; Landmark, Zhang, & Montoya, 2007).

There are benefits and limitations to CLD parent involvement in transition planning. CLD parents may feel overwhelmed by the acronyms and terms of special education language and need extra support in understanding the process, however, they are able to give insight about the student (Landmark, Zhang, & Montoya, 2007).

Relationships that educators establish with parents play a part in the involvement in the transition planning, parents who feel valued by the teacher are more likely to participate in meetings (deFur, Todd-Allen, & Getzel, 2001; Landmark, Zhang, & Montoya, 2007). Once again the language barrier (either different home language or use of special education jargon) hinders transition planning (Landmark, Zhang, & Montoya, 2007; Rueda, Monzo, Shapiro, Gomez, & Blacher, 2005). Taking time off of work or family basic needs for meetings was also a factor for CLD families and there is evidence that higher family income relates to higher family involvement (Geenen, Powers, Lopez-Vasquez, & Bersani, 2003; Landmark, Zhang, & Montoya, 2007; Newman, 2005). Research supported that CLD families encourage teaching family values at home more than their White counterparts (Geenen, Powers, Lopez-Vasquez, & Bersani, 2003; Landmark, Zhang, & Montoya, 2007).

Because much of the research in the area of CLD families and transition planning occurs via interviews or surveys, facial expressions and body language are not accounted for, therefore, focus groups are recommended in the future. Also, follow-up interviews and survey research would support the need for examining cultural differences when transition planning and policy-making (Geenen, Powers, Lopez-Vasquez, & Bersani, 2003; Landmark, Zhang, & Montoya, 2007). The current study addresses a method for creating a culturally responsive SOP, and therefore, a method for addressing these issues.

Students with disabilities have more negative postsecondary outcomes than their non-disabled peers (Greene & Nefsky, 1999; Leake & Cholymay, 2004; NLTS2, 2003). Poor postsecondary transition for students with special needs is worse for students considered marginalized and disenfranchised (Greene & Nefsky, 1999; Leake &

Cholymay, 2004; NLTS2, 2003). Students with disabilities from culturally and linguistically diverse populations have increased challenges in postsecondary transition. They enroll in postsecondary education less frequently, and have higher unemployment rates (Greene & Nefsky, 1999; Cholymay, 2004). The following section reviews research in the needs of CLD students in special education and the "burden of acting white", self-determination theory, and transition planning for marginalized and disenfranchised youth using the ecological systems framework (Bronfenbrenner, 1977; Gil-Kashiwabara, Hogansen, Geenen, & Powers, 2007; Goff, Martin, & Thomas, 2007; Leake & Boone, 2007).

Thirty-three percent of students in public schools are identified as CLD and this number is increasing (Archer, 2000; Gay, 2000). Of this number, Black students are disproportionally identified as needing special education services (Harry, 1992; U.S. Department of Education, 2004; Zhang & Katsiyannis, 2002). Black students are labeled as mentally retarded (MR) twice as frequently as White students (USDE, 2004). In addition, the students most often identified as emotionally disturbed (ED) are Black. Black MR or ED students who spend most of their school day outside of general education classrooms, causing segregation from academics and social skills useful in postsecondary life (Patton, 1998; USDE, 2004). Overall, students in special education have the highest high school dropout rate, with Black students being most likely to be expelled or suspended (Goff, Martin, & Thomas, 2007). Segregated classrooms, label stigma, and increased absences due to suspensions are all indicators of students who are less likely to graduate with a diploma (USDE, 2004; Wagner, Newman, Cameto, Garza, & Levine, 2005).

Goff, Martin, and Thomas (2007) examined Black students who were considered at risk for school failure and discussed the "burden of acting white" and how it impacted their in-school and postschool outcomes and transition goals. The researchers found "acting white", dealing with stereotypes, and the stigma of segregated classrooms led to increased school failure. "Acting white" was defined as the struggle Black students encountered when trying to achieve academic success and still have admiration and encouragement from their community (Fordham & Ogbu, 1986). The researchers used the premise of Ogbu's "burden of acting white" (1978, 2004) to explain why Black students in special education struggle to find success and acceptance in their mainstream classrooms and community naming historical stereotypes, rooted in slavery, that "Whites are better than Blacks" as the explanation for the discrepancy. The Black community does not base membership on features or blood, but rather on family values and because of this education is not seen as a major factor in a successful existence (Fordham & Ogbu, 2004). Because of the historical implications of slavery, Fordman and Ogbu (2004) believe academic success is considered counter to the important features of the Black culture; therefore, someone with academic membership could be evoked from the "family" (historically slaves were considered intellectually inferior, while White masters were educated). Ford (1993) and Goff, Martin, and Thomas (2007) found the family influences academic orientation in Black families.

Black students, especially those enrolled in special education, are segregated from White students, thus perpetuating this presumption. Also, children living in poverty are more likely to be in special education; therefore, families from these communities have an increased chance of their children being identified as needing special education

services (Goff, Martin, & Thomas, 2007; USDE, 2002). Goff, Martin, and Thomas (2007) use this theory as a basis for supporting the need to work with CLD families in transition planning with a focus on explicitly teaching self-determination skills (Konrad, Fowler, Walker, Test, & Wood, 1995). Self-determination theory is a motivation theory that gives evidence for the positive effects of supporting students' natural (or intrinsic) desires to make effective and healthy decisions and goals (Deci & Ryan, 2002). Self-determination includes self-awareness, self-advocacy, self-evaluation, self-management, and a true understanding of abilities, which in turn assist with creating and adjusting goals and future plans (Field, Martin, Miller, Ward, & Wehmeyer, 1998).

The sense of control over one's education is a predictor of academic achievement, according to Goff, Martin, and Thomas (2007). Findings of Goff, Martin, and Thomas' study (2007) supported prior evidence that CLD students experienced the "burden of acting white" before being considered "at-risk" or placed at an alternative school (Ainsworth-Darnell & Downey, 1998; Cook & Ludwig, 1998; Spencer, Noll, Stoltzfus, & Harpalani, 2001).

Research findings on self-determination practices predict postschool success in employment and postsecondary education (Martin & Marshall, 1995; Mithaug, Mithaug, Agran, Martin, & Wehmeyer, 2003; Wehmeyer & Palmer, 2003). Black students need self-determination skills to increase their academic performance and postsecondary outcomes. The role of education programs, services, and support personnel all factor in their successes, therefore, educators must match postschool needs, interest, and goals of CLD youth. In addition, Goff, Martin, and Thomas (2007) examined components of effective postsecondary transition programs for Black students and reported self-

determination programs provide experiences and opportunities through courses, career exploration activities, training, and job placement. With these services and resources the CLD students are more likely to obtain higher wages with higher skill employment with opportunities for advancement than the CLD students who have not had access to such self-determination based transition programs.

Also, Goff, Martin, and Thomas (2007) found using fewer services for students during the transition process decreases achievement for CLD students. In addition, services and supports that do not match postschool needs, interests, or goals and provide limited range of experiences or opportunities for advancement should be eliminated. Goff, Martin, and Thomas (2007) recommended five elements for successful transition programs for CLD students. First, the transition program should be proactive or goal oriented. Second, the students and team should work at understanding the disability. Third, the transition planning should include working with the student to understand the financial impact of job or career choices. Fourth, elements of learning self-advocacy skills are necessary in postsecondary transition programs. The fifth important element is to explicitly teach pro-social coping skills. These elements have been found to increase student self-determination skills in the transition process and have been supported in the literature (Ford, 1993; Freire, 1970; Martin, Marshall, & Sale, 2004; Mithaug, Mithaug, Agran, Marin, & Wehmeyer, 2003; Spencer, Toll, Stolzfus, & Harpalani, 2001; Wagner, Newman, Cameto, Garza, & Levine, 2005).

Finally, active career orientation, or clear goals and pro-activity in achieving goals, should be established during the transition process (Doren, Lindsrom, Zane, & Johnson, 2007; Goff, Martin, & Thomas, 2007; Roessler, Hennessy, & Rumrill, 2007).

Self-advocacy and pro-social coping skills need to be developed by the student. Assistance with helping students make informed career choices and demonstration of understanding of the limitations of their disability should be included in active career orientation.

The alternative, passive career orientation, has been found to be unsuccessful in postsecondary transition for CLD students with special needs. Passive career orientation occurs when the transition team (educator, family, and student) fails to take the self-directed career approach. The CLD student does not then understand the financial impact of their job, the extent of their disability and/or strategies for working around their disability, and does not seek help or services, but struggles in social interactions with adults and peers.

Gil-Kashiwabara, Hogansen, Geenen, and Powers (2007) examined the transition process using the ecological systems framework (Bronfenbrenner, 1977) to investigate the impact of race, culture, and education on the student's micosystem, mesosystem, exosystem, and macrosystem (see Figure 3). The following issues based on the ecological systems framework have been identified for CLD students with special needs. The microsystem identifies a lack of opportunity and support for self-determination, imbalance in student's goals and expectations from families and educators, and unstable housing and language issues. In the mesosystem, a lack of collaboration with agencies and individuals who are important in the student's lives was seen as an issue. Challenges to the exosystem included various policies and services designed to meet the student's needs that often impeded the progress of the youth and restrained them from becoming self-determined. The mesosystem is affected by biases concerning youth, little or no

interagency communication, and systemic policies that allow for low expectations based on stereotypical assessments of their student's needs. These biases frequently keep the youth from being referred for appropriate and legally required services.

Microsystem	primary setting for student (ex. family, peers, home, school, extra-curricular activities)
Mesosystem	connection between two or more Microsystems (ex. family and school)
Exosystem	systems students is not in direct contact with but that influence their Microsystems (ex. student and family's perspective on the student's disability)
Macrosystem	society and cultures that influence student (ex. racism, disability discrimination)

Figure 3. Model of ecological systems framework (Bronfenbrenner, 1977).

CLD students have long experienced the issues discussed in the ecological systems framework. Gil-Kashiwabara, Hogansen, Geenen, and Powers (2007) examined Latinas with disabilities and found they often have to fight social barriers, negative effects of poverty, and, due to language barriers they may struggle with writing and speaking in formal language. These factors create an increased risk of school failure. In fact, Latinas have the lowest graduation rate of all ethnic groups (Ginorio & Hudson, 2001; Greene & Nefsky, 1999; Leake & Cholymay, 2004). They have more teen pregnancies, and often do not return to school and complete their high school requirements, as compared to their White counterparts (US Census Bureau, 2000; USDE, 1998). Although there are 185,000 Latinas receiving special education services, there is a

lack of transition planning focused on their needs. Many educators are not well rehearsed in the cultural factors involved, such as living with parents and supporting their families after high school. Family involvement in transition is important because of these expectations. The transition team also needs to examine the cultural biases and stereotypes the Latinas will endure, these often-unconscious views, which could create barriers in their future (Gil-Kashiwabara, Hogansen, Geenen, & Powers; 2007).

Students in foster care also encounter barriers based on the ecological systems framework. The number of students in foster care increased to nearly 513,000 in 2006 and 30-40% of youth in foster care receive special education services (United States Department of Health and Human Services, 2006). Educators must also examine assistance with postsecondary transition for this population. Often the children in foster care experience neglect, abuse, malnutrition, poor health care, racism, and discrimination (Goren, 1996). Although the federal and state governments allocated funds and services; educators, students, and their families may not be aware of where or how to access them (Gil-Kashiwabara, Hogansen, Geenen, & Powers; 2007). The student may not have an advocate or may have changed caseworkers multiple times. Consequently, establishing trusting relationships with adults is more difficult (Ainswarth, Blechar, Water, & Wall, 1978). Geenen and Powers (2006) found that over half of the youth in foster care did not have a parent or guardian present at their transition IEP. Lack of communication with partnerships and interagency collaboration also impedes the success of fostered youth, either causing them to receive duplicate services or no services at all. Foster youth are intended to have safety and protection while emancipating themselves from the system. Unfortunately, Gil-Kashiwabara, Hogansen, Geenen, & Powers (2007) found

emancipating youth often are so protected that the youth have limited skills in self-determination and information about their needs. They can be emancipated too early or be placed in an unstable environment. Once a foster youth is emancipated, usually age 18, they are no longer eligible for services. In addition, the stigma that follows foster care may cause educators to have lower expectations and postsecondary goals. In the study done by Gil-Kashiwabara, Hogansen, Geenen, & Powers (2007), twenty percent of the sample had no postsecondary transition goal included on their IEP, had an increased chance of having an alternative program (versus a standard diploma), earned fewer credits, and were more likely to attend an alternative school setting.

School populations in the United States are becoming more diverse (more CLD). Self-determination is rarely defined in culturally responsive terms. Rather, self-determination educational strategies tend to be based on mainstream U.S. values of working independently and are less concerned with family influences (Bui & Turnbull, 2003; Leake & Black, 2005a, 2005b; Luft, 2001; Trainor, 2005; Zhang & Benz, 2006).

Trainor (2002, 2005) examined self-determination and CLD student populations and found students perceived self-determination differently but were unable to synthesize exactly how it was different from other transition programs. Literature reviews and reports rarely, if at all, refer to CLD issues in transition when critiquing self-determination. Little research in what culturally responsive self-determination for CLD students is available.

Leake and Boone (2007) identified six cultural themes necessary when implementing self-determination strategies with students from CLD families. The themes compliment the arguments reported using the ecological systems framework. The six

themes include family collaboration, respect for cultural differences, respect for the

family's educational values, respect for the family's decision-making differences,

including generational input, and examination of the independence versus

interdependence of the family. First, the transition programs should include the family

values no matter how they influence self-determination of the student. Many CLD

families do not follow the "American" ideals when it comes to their son or daughter

becoming independent. Second, the educators need to respect other cultures' childrearing

practices and how they differ from mainstream America. Different cultures provide

various opportunities for self-determination, however, this may be limited in CLD

families. For example, in some Chinese American homes children are expected to show

respect by working in the family business, regardless of what their interests may be.

Third, education is valued differently. In Hawaii, education is not a priority

because the extended family will take care of the youth, if necessary. Fourth, decision-

making about transition within a family can differ from what the educator and student

have decided through transition assessments. Often the decision is not the youth's to

make, rather it comes from the expectations of what the student can obtain and what the

perceived student's preferences include. The fifth theme examines a generational conflict

over transition goals. Older generations have cultural goals while younger generation's

goals fall more in line with the mainstream U.S. society goals. Finally, the sixth theme

that emerged in the literature (Leake & Boone, 2007) reported a different perspective for

independence versus interdependence. In the U.S., mainstream society values students

exploring ways to achieve independence, however, in many CLD families there is a

stronger value for meeting and responding to family and extended family needs and desires.

CLD students in special education have additional needs to their White middle class peers such as the "burden of acting white," fewer self-determination skills, and barriers based on the ecological systems framework (Gil-Kashiwabara, Hogansen, Geenen, & Powers, 2007; Goff, Martin, & Thomas, 2007; Leake & Boone, 2007). By implementing programs based on the six cultural themes presented by Leake and Boone (2007) educators meet the needs of this sensitive population.

Further research is needed concerning the CLD student needs, and methods for addressing those needs, in a legal, efficient, moral way that benefits the student, family, and educator. The SOP is a thorough legal document that outlines appropriate needs for students and their postsecondary goals for employment, education, and independent living. If educators are able to address the individual needs of the students and families while implementing the legally mandated SOP document, a more cohesive transition occurs.

Research (Trainor, 2007) has demonstrated how person-centered planning (PCP) can be an effective method for planning transition with CLD students. Trainor (2007) examined two cultural groups (low socioeconomic, urban, Spanish-speaking and middle/high class, suburban, English-speaking) and the effects of person-centered planning (PCP) practice for transition planning with each group. PCP has high social validity, however, little empirical data (Holburn, 2002). PCP is an intervention designed to increase family involvement. PCP gives students with disabilities opportunities to make choices and has been shown to increase vocational plan development and student

preference in department of rehabilitation activities (O'Brien, 2002; 1997; Flannery, Newton, Horner, Slovic, Blumberg, & Ard, 2000; Menchetti & Garcia, 2003; Miner & Bates, 1997). PCP shifts from a deficit-based transition paradigm to a strengths-, preferences-, and needs-based paradigm (Callicott, 2003).

There is increased diversity in the U.S., but educators are not as diverse as the populations they serve. Special education is founded on values and beliefs of a single mainstream U.S. perspective and not on the culturally responsive collaboration and communication that reflect the myriad of backgrounds in the United States (Gay, 2000; Gudykunst & Lee, 2003; Kalyanpur & Harry, 1999; National Research Council, 2002). Although PCP hoped to bridge the cultural gap, there are still cultural consistencies and conflicts found within PCP. PCP includes extended family, which compliments the culturally responsive model through including various family members, however, PCP also promotes the student becoming more independent. The student (and their families) respect for authority figures (the teacher) may cause them to be less involved in the process because they do not want to question the educator's perspective. Also, time commitment is a burden for outside supports and family systems. All in all, the values of self-determination conflict with some known CLD values, however, PCP do allow for students to analyze their wants, needs, and abilities in achieving independence (Trainor, 2007).

Collaboration in assessment and transition planning for CLD students is an important issue, yet research has not demonstrated effective methods for doing so and educators do not always implement the known strategies. The SOP was designed to

address issues of collaboration and assessment in transition; however, research needs to address the cultural responsiveness of the process.

As the research indicates, postsecondary transition planning, especially for Blacks, Latinas, and foster care students needs to be culturally responsive. The SOP, the most recent transition mandate, allows educators to use best practices in their implementation of transition strategies. There is a lack of empirical research to support the necessity of being culturally responsive, however, evidence supports that student, family, and community's needs are not currently being met. Through increased CLD family involvement, examining the needs of students from CLD backgrounds, and collaboration between student, home, and outside services in assessment and transition planning for CLD students; educators may be able to improve the postsecondary outcomes for this population. A culturally responsive SOP addresses the needs of the CLD student and supports them in their future success.

Implementing a CRSOP

The CRSOP teacher training and support program created from the research provided above. To effectively complete a CRSOP teachers need to be trained on the legal history of transition, how to complete an SOP using self-determination skills, and when working with marginalized CLD students, teachers need to implement culturally responsive practices. Special education teachers have thoroughly stated they lack training on postsecondary transition and districts have reported negative outcomes for students with special needs after high school. Although the SOP was required in the reauthorization of IDEA (2004), state and local education agencies were left to decide how they would implement (Sopka, 2008). In 2005, stakeholders (universities, states,

districts, and educators) made a promising move for best practice in transition during the National Assessment Summit on Transition when they developed the SOP template based on self-determination skills accepted as aiding with success after high school. Also, Gay's (2000) elements of culturally responsive teaching and Banks and Banks Approaches to Multicultural Education can be used to support working with students and families from marginalized CLD backgrounds.

There is a minimum criterion for being in compliance with the SOP, however, the current study has developed the CRSOP to address the best practice in completing the SOP. The minimum criterion includes printing out a document including the four required sections of the SOP: background information, assessments, performance summary, and postsecondary goals. Some states have chosen to put this information on an index card while others have created a report based on the Summit (Benitez, Morningstar, & Frey, 2009; Sopka, 2008). While this is sufficient the basic SOP does not address implementing the best practice in transition, supporting the development of self-determination skills (Martin, Van Dycke, D'Ottavio, & Nickerson, 2007).

In addition to fulfilling the criterion to be in compliance with the SOP mandate, teachers working with CLD students have additional responsibilities to their students. Research indicates transition for CLD students is benefited when students and families are involved, this may mean having a translator or translated documents available (Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007). Also reducing the special education and transition jargon assist students and families understanding the documents and the needs of the student and feel more comfortable around the educator (Landmark, Zhang, & Montoya, 2007).

In addition to teacher's lack of knowledge, students and families lack knowledge of the rights and responsibilities after high school. Sometimes teachers are unknowingly insensitive to the experience of the families by holding meetings at inconvenient times or pushing the Eurocentric value system on the student (Landmark, Zhang, & Montoya, 2007). By using systems such as the Person-Centered Planning students and families can actually begin to learn some of the self-determination skills seen as best practice such as self-awareness, self-efficacy, and self-advocacy (Trainor, 2007).

Summary

Small sample sizes, homogeneous groups, and lack of empirical research in topics concerning culturally responsive postsecondary transition for students with disabilities continue to limit special education transition research. Difficulties arise from the implications of addressing issues of culture and diversity. The current study aims at address the lack of evidence supporting the need for the SOP to not only be individualized but culturally responsive as well. Because most teachers in urban areas come from White, middle class, suburban backgrounds and are working with students from culturally and linguistically diverse families, finding research-based solutions for planning postsecondary transition success is imperative for improving the academic and employment outcomes for CLD students.

After reviewing the literature around cultural responsiveness and self-determination practices in postsecondary transition for marginalized CLD students with special needs various concepts emerged from the research. The current study attempts to address these concepts in the instruments, training, and support of the implementation of a CRSOP. The concepts concerning teachers include: lack of knowledge of

postsecondary transition legal requirements, lack of training in postsecondary practices (utilizing self-determination skills), unfamiliarity with specific postsecondary transition resources for marginalized CLD students, and uncertainty with using culturally responsive practices. The study aimed to help teachers explicitly implement self-determination skills and address culturally responsive issues with youth such as self-awareness, self-advocacy, choice/decision making, self-regulation, problem solving, and goal setting and attainment. By implementing these self-determination skills in a culturally responsive manner the students would be validated, increase successful communication (emancipatory), have a comprehensive understanding of themselves, feel empowered, have the skills to address problems in a multi-dimensional way, and in turn feel transformative in their knowledge, skills, and values about their future.

CHAPTER THREE

METHODOLOGY

This chapter is organized into seven sections describing the sample, research design, instrumentation, treatment, procedures, researcher role, and data analysis procedure. A summary concludes the chapter.

The purpose of the study was to evaluate the effectiveness of a teacher training and support program designed to help teachers learn more about the legal mandates and best practice in postsecondary transition when working with marginalized culturally and linguistically diverse (CLD) students with disabilities. The research questions were:

1. How did the teachers implement the CRSOP process?

2. What kinds of teacher knowledge changes, if any, occurred as a result of the CRSOP process?

3. What effects, if any, did the teacher knowledge changes have on their practice of the SOP process?

4. What effects did changes in the teachers' practice have on the students and their families?

Sample

A convenience sample of five special education teachers and seven marginalized CLD students with disabilities from a large urban district comprised the sample in the study. Students were considered marginalized because their disability, low socioeconomic level, unstable housing, racial discrimination, disability discrimination, and language issues could potentially put them at a societal disadvantage. As

representative of the types of school sites in the district, teachers and students were either from a comprehensive or an alternative school site. A brief description of the schools, teachers, and student is provided followed by the case descriptions for each teacher and the students they worked with during the CRSOP training and support program. The case descriptions include the background information of the teacher (value systems concerning postsecondary transition, why the teacher works in urban special education, and what they know about the student they are working with in the CRSOP transition), a explanation of the SOP implementation before and after the training, the culturally responsive practices before and after the training, and the effects of the CRSOP training and support program for the teacher, student, and family.

Schools

The comprehensive school site enrollment averages around 2,400 students with 95% of the students having a culturally diverse background, and where 26% are identified as English Language Learners, 11% are enrolled in special education, and 52% received free or reduced lunch. The alternative school site enrollment averages 240 with 96% of the students have a culturally diverse background, 25% are identified as English Language Learners, 22% are enrolled in special education, and 60% received free or reduced lunch students. The sites were asked to participate because both sites are known for serving students from marginalized groups.

Teachers

All five special educators work with senior students with mild/moderate disabilities who were graduating with a diploma in the year the study was conducted. The mild/moderate disabilities students identified as having are: specific learning disability,

emotional disturbance, other health impairment, and speech and language impairment. Table 1 gives a descriptive summary of the teachers. The teachers ranged in teaching experience from over 30 years in the classroom to 19 years, 11 years, five years, and first year (intern teaching credential student). The alternative site had the less experienced teachers (five years and first year). All of the teachers spoke English as their first language; however, two teachers at the comprehensive high school also spoke French. Both teachers at the alternative school spoke other languages conversationally (Arabic and Spanish). Two males and three female teachers participated. Three of the teachers worked in a special day class and two had resource classrooms. Three of the teachers held masters of education, except one held a full credential, and the last teacher was enrolled in an internship teaching credential program.

Table 1

Five Teachers Demographic Information

	Diaz	Adams	Teachers Smith	Harb	Cruz
Years Teaching	19	30+	11	5	1
1st Language	English	English	English	English	English
2nd Language	None	French	French	Arabic	Spanish
Sex	Male	Female	Female	Male	Female
Type of Class	Special Day	Resource	Special Day	Special Day	Resource
Ethnicity	Latino American	White	White	Palestinian American	Latina American
Level of Education	Masters	Masters	Credential	Masters	Intern Credential

Students

All of the students are considered marginalized CLD students with disabilities. They were all anticipating graduating with a diploma in the spring. Table 2 describes each student's teacher, special education program, ethnicity, gender, age, disability, languages, who the student lives with, whether he/she receives free/reduced lunch, and parents' education level. Pseudo names are used.

Hector. Hector was an 18-year-old Latino American student. His disability was Speech and Language Impairment (SLI) and he was enrolled in the special day class (SDC). Hector lives with his mother and extended family and Spanish is spoken in the home, but he was familiar with English as well. He did not receive free or reduced lunch and his mother had earned a high school diploma (his father's education was unknown as he is not in contact with his biological father).

Ali. Ali was an 18-year-old Middle Eastern American who has a specific learning disability (SLD) and accesses resource services (RS) along with general education classes. He lives with his mother and English is spoken in the home, however, the family speaks Arabic as well. He does receive free and reduced lunch and his parent's education levels are unknown.

Tashia. Tashia was an 18-year-old African American female student with the diagnosis of a specific learning disability and attends classes in the SDC. English is spoken in the home, she lives with her mother, and she does receive free/reduced lunch. Her mother and father both report completing their high school diplomas. During the study, due to her lower functioning skills, her special education service designation changed from receiving a high school diploma to graduation with a certificate of

completion and she was enrolled in the Community Access and Transition (CAT) program, therefore she was no longer eligible for the study.

Abel. At the alternative high school site, Abel was a 19-year-old Latino/Filipino American male diagnosed as Emotional Disturbed and placed in an SDC classroom. He lives with his grandmother and although he spoke English, Spanish was spoken in the home as well. Abel received free/reduced lunch. His mother completed her high school diploma, however, his father did not attend high school.

Kevin. Kevin was an 18-year-old African American male student with speech and language impairment who was enrolled in SDC classes. He speaks English, was in foster care, but now lives in a shelter. He receives free lunch. His parent did not complete high school.

Angel. Angel was a 19-year-old Latino male with the diagnosis of Other Health Impairment with a secondary disability labeled Emotional Disturbance. He is enrolled both the SDC and RS classrooms. He lives with his grandmother, aunts, uncles, and cousins and Spanish is spoken in the home. He speaks English as well. He receives free lunch, his mother graduated from high school with a diploma, however, he does not know his father's education level.

Jose. Finally, Jose was a 20-year-old Latino male with a SLD in the RS classroom. He lives with his mother and Spanish and English are spoken in the home. His mother had some high school, however, his father did not attend high school.

The teachers from the comprehensive high school each chose one student to complete the CRSOP process with, while at the alternative site the teachers each worked with two students. Table 2 summarizes the student sample. There were three students

receiving services from the Resource teacher, one of those students was also taking classes in the SDC classroom. Four students were fully enrolled in SDC. Three students identified as full Latino, one student as Latino-Filipino, two African American students, and one Arabic American participated in the study. Six males and one female, ages 18 to 20, were diagnosed with Specific Learning Disability (n=3), Speech and Language Impairment (n=2), Emotional Disturbance (n=1), and Other Health Impairment and Emotional Disturbance (n=1). Four students reported they spoke English and three student spoke Spanish at home, however, five of the students were bilingual. Four students live with their mother, two students with extended family members, and one student lived at a men's homeless shelter. Six of the seven students said they received Free or reduced lunch prices (factor indicating lower socioeconomic). Only one student reported both parents graduated from high school.

Table 2

Seven Students Demographic Information

				Students			
	Hector	Ali	Tashia	Abel	Kevin	Angel	Jose
Classroom	SDC	RS	SDC	SDC	SDC	RS/SDC	RS
Ethnicity	Latino	Middle Eastern	African American	Mixed	African American	Latino	Latino
Gender	Male	Male	Female	Male	Male	Male	Male
Age	18	18	18	19	18	19	20
Disability	SLI	SLD	SLD	ED	SLI	OHI/ED	SLD
Language	Spanish/English	English/Arabic	English	English/Spanish	English	Spanish/English	Spanish/English
Residence	Mother	Mother	Mother	Grandmother	Shelter	Aunt	Mother
Free Lunch	No	Yes	Yes	Yes	Yes	Yes	Yes
Mother's Education	HS diploma	Unknown	HS diploma	HS diploma	No HS	HS diploma	Some HS
Father's Education	No HS	Unknown	HS diploma	No HS	No HS	Unknown	No HS

Research Design

The design included a set of five teacher case studies. Five teachers received a 2-hour training and then were supported over a 5-week period. At the end of the 5-weeks, they participated in the student's CRSOP meeting that included the student presentation and SOP discussion. Prior to the training, teachers were individually questioned using the *Teacher Presurvey* and interviewed about their knowledge and practice using the Initial Interview. Following the training, each teacher chose one or two students with whom to implement the culturally responsive SOP process. Once the student was identified the teachers worked with them on completing a *Student Survey* on transition skills, self-determination skills, and what his/her teacher had done to involve their family in planning. The trainer gave on-going teacher support around completing the assessment and for 5-weeks after the training. Support was given via site visit meetings, phone calls, and emails. At the end of 5-weeks, each teacher engaged in transition meeting with the student and their family representative. At the meeting, the student gave their presentation and presented his/her SOP document to their family. Finally, follow-up surveys and interviews were conducted with the teachers. Figure 4 provides a timeline of events and instrumentation during the study.

Originally, the researcher was going to go to the school site for two observations. One of the visits was supposed to be to see the student presentation, then provide feedback on the presentation and the SOP prior to the final SOP meeting. However, due to time constraints and scheduling conflicts this portion of the design was changed.

Timeline of Events	Interviews		CRSOP Training and Support Program:		Interviews
		2-hour Training-------------4 Weeks Support----------Meeting:		Student Presentation SOP	
Instrumentation	Teacher Presurvey	Field Notes		Presentation Rubric	Teacher Postsurvey
	Teacher Interview	Communication Log		CRSOP Rubric	Teacher Interview
	Student Survey				
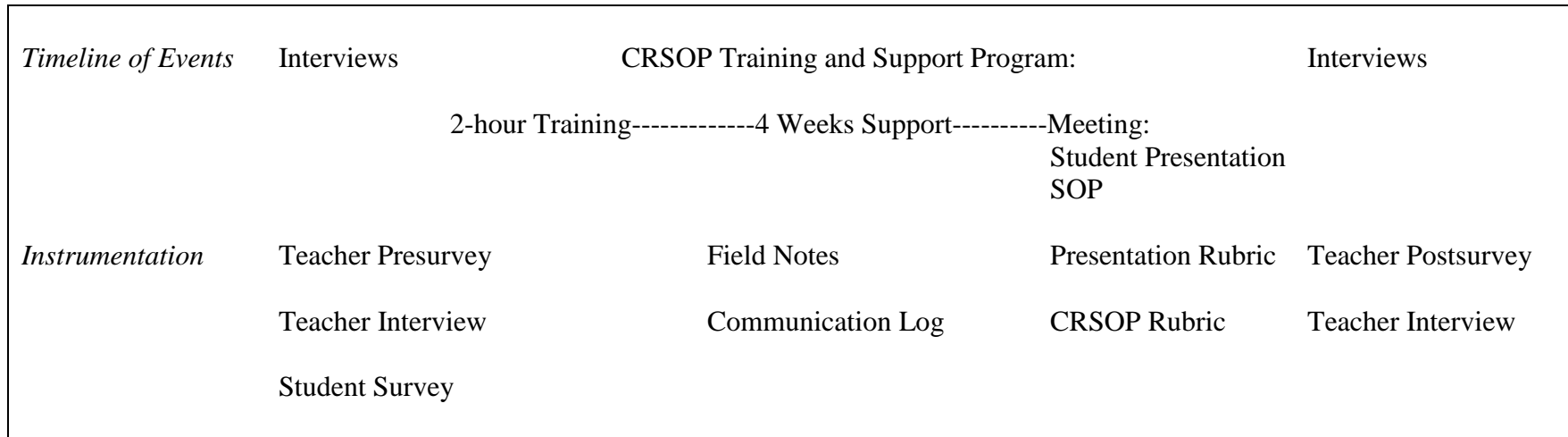
Figure 4. Timeline and instrumentation of the Culturally Responsive Summary of Performance training and support program study.

The proposed study intended to have one training and two observations (the student presentation and the SOP meeting), however, due to teacher absences and the researcher's medical emergency, there were two trainings and only one observation which included both the presentation and the SOP meeting.

Instrumentation

There were seven instruments in this study: *Teacher Survey* (pre and post), *Teacher Initial Interview, Student Survey, Presentation Rubric, Summary of Performance Rubric,* and *Teacher Follow-up Interview*. Additionally, during the support phase, Communication Logs were kept to document phone calls, emails, and site visits with teachers. Their questions, comments, issues, and observations while implementing the CRSOP process were recorded in the Communication Logs. Each of these instruments is described below.

Teacher Survey

The *Teacher Survey* was administered prior to the CRSOP training and then again after the training. The *Teacher Survey* contained four sections: teachers' demographics, transition knowledge, implementation practices, and culturally responsive skills in transition (see Appendix A). The 45-item survey was adapted from research surveys and questionnaires by Carter et al. (2011); Noonan, Morningstar, and Erickson (2008); Ortiz and Yates (2008); and Test, Fowler, Richter, White, Mazzotti, Walker, Kohler, and Korrering (2009).

First, the 9-item demographic section included name, school, years teaching, type of special educator, sex, ethnicity, type of disabilities in classroom, first language, other

languages, level of education, and the percentage of students in class who speak languages other than English at home.

The second section of the instrument measured the lack of knowledge and training educators have about the transition, specifically the SOP. This section had three yes-no questions about legal responsibility and training and four Likert-type questions about the amount of instruction given and the teacher's perceived competence in completing the SOP. Also, the teachers were asked if they completed an SOP last year.

The third section of the survey included 20 items about current implementation of transition services, specifically the SOP. Teachers were asked four Likert-type questions about their confidence in students being self-determined (students' self-awareness, self-advocacy skills, and postsecondary goal-setting). Three items asked teachers how often they involved students, families, and outside agencies in assessment and planning. Next, five Likert-type items asked how confident teachers were in their transition practices. Teachers were asked two yes/no questions about if they used formal or informal assessments and they were asked to list the assessments. Three items asked if the teacher collaborated with outside agencies, if they knew the eligibility criteria, and if the agencies attended transition meetings. Then, teachers were asked to identify the three factors in effective postsecondary transition (out of 14 options and one blank line). Teachers were also asked to identify three major barriers to postsecondary transition (out of 17 options and 1 blank line). Finally, teachers were provided a list of 38 transition elements and asked to circle the ones they had completed with their student that year.

In the fourth section, eight items about culturally responsive SOP practices were asked. This section include three yes/no questions about whether the teacher assessed

students differently depending on their cultural background (if yes, explain), if the teacher taught the families about transition rights, and whether they work with the families as they are completing the transition assessment and planning with their students. Also, three items about how often they have support people involved, translators, and translated documents. Then, there is one statement about their confidence in working with CLD students and families (Likert-type). Finally, the teachers were asked to rate how confident they felt they could implement a CRSOP on a Likert-type scale.

After the completion of the CRSOP process, the researcher readministered the *Teacher Survey*. Changes from the *Presurvey* to the *Postsurvey* were analyzed and reported.

Teacher Initial Interview

The *Initial Teacher Interview* asked nine questions about the teachers' personal and instructional perspectives (Appendix B). The interview protocol was adapted from resources from the National Center for Culturally Responsive Educational Systems (2006-2008).

The purpose of the interview was to ascertain the teacher's personal and instructional experience around working with students from culturally and linguistically diverse backgrounds. The personal dimension included open-ended questions about the teacher's personal history, value system around transition, reasons for working in urban schools, and perceptions of the student's history. The instructional dimension asked the teacher about his/her physical environment, techniques for learning about the students,

perspectives on student's behaviors, communication, and disability affecting their postsecondary transition success.

Student Survey

The *Student Survey* was administered within two days of the CRSOP training. The survey contained three sections: demographics, transition knowledge, and transition implementation (Appendix C). This 50-item survey was adapted from the research instruments of Coutinho, Oswasld, and Best (2006), Finn, Getzel, and McManus (2008), Hughes and Agran (2008), Morningstar et al. (2010), and Wood, Kelley, Test, and Fowler (2010), who all examined transition skills, self-determination, and student support.

The first section included demographic questions such as name, age, school, teacher, sex, type of special education services, ethnicity, disability, home language, other language(s), mother's level of education, father's level of education, qualify for free or reduced lunch, attendance issues, friends, arrests, experience with violence, experience with racism, how often their family eats meals together, and whether they are registered to vote. The second section addressed transition knowledge by asking the students to describe an IEP, an SOP, and their disability in three open-ended questions; two yes/no question about whether they agreed with their diagnosis and whether they knew what accommodations and modifications they received; and four Likert-type questions about their confidence to read an IEP or explain their disability. Next, the third section included 17 yes/no questions about what transition elements they had completed, two Likert-type questions about their confidence in learning different subjects in college and breaking down goals into manageable pieces, and finally with whom they want to live with after

high school. Finally, students were asked to provide contact information for a family member.

Presentation Rubric

The *Presentation Rubric* was used to score video-taped student presentations from the SOP meeting. A team of professionals to increase inter-rater reliability scored the rubric. The team consisted of a doctoral student, a master teacher, and the researcher. The team discussed any incongruence in the scoring to determine the appropriate score.

The *Presentation Rubric* had two parts to demonstrate the student's self-determination skills in the area of postsecondary transition (Appendix D). The first part combined the six culturally responsive elements with the six identified self-determination skills to assess if the student had addressed self-determination and culturally responsive practices in their presentation. The self-determination skills were adapted from Integrating New Technologies Into the Methods of Education (2002) and Wehmeyer, Agran, and Hughes (1998) and include: self-awareness, self-advocacy, choice and decision making, self-regulation, problem-solving, and goal setting and attainment. These six skills complimented Geneva Gay's (2000) characteristics of cultural responsiveness: validating, emancipatory, comprehensive, empowering, multi-dimensional, and transformative. The students were scored on the combined factors as having none, a few, more, or all (0, 1, 2, or 3, respectively). Table 3 provides a matrix explaining the elements the team used to determine the rubric score.

The second part of the rubric allowed for the team to record notes about the student's presentation, their presentation style, and any comments parents, teachers, and/or the student had after completing the PowerPoint in front of an audience.

Table 3

Student Presentation and SOP Rubrics Elements Based on Self-Determination (Field, Martin, Miller, Ward, & Wehmeyer, 1998) and Culturally Responsive Practices (Gay, 2000)

SD	CR	Description
Self-Awareness	Validating	Able to describe the culture(s) he/she identifies with? Student knows his/her disability and helpful accommodations/modification.
Self-Advocacy	Emancipatory	Communicates strengths, needs, interests, preferences, and knows access rights (ADA). Can express this in an appropriate manner (code-switching).
Choice and Decision Making	Comprehensive	Student knows self, value self, gather information, predict consequences, plan, act, and evaluate by weighing pros and cons of multiple factors.
Self-regulation	Empowering	Students show self-management, organization, and self-reflection skills. The student feels confident about his/her skills and ability to meet goals.
Problem-solving	Multi-dimensional	Ability to address issues in a multitude of settings, with various people, and come up with viable solutions.
Goal Setting and Attainment	Transformative	Has the knowledge, skills, and values to develop long-term and short-term goals that reflect and respect culture: social, racial, linguistic, political, educational (disability), and economic

SOP Rubric

The *SOP Rubric* was designed to assess the student's skills in cultural

responsiveness and self-determination during their SOP meeting (Appendix E). The first

section of the scoring rubric was identical to the *Presentation Rubric* (see Table 3),
however, the second section included specific questions about the meeting. The questions
included: Did the student lead the SOP? Was a family representative present? Did the
support person give input? Did the support person agree with the SOP? If needed, was
there a translator present? Translated documents? Did the student explain their disability?
Accommodations/modifications? Were the assessments listed? Were the assessments
current?

Once again, the rubrics were scored by the team of professionals on a scale of 0-3
(none of the characteristics to all of the characteristics). The team discussed inter-rater
disagreements until an agreement of the final score was made. Discussions were
documented.

Teacher Follow-up Interview

The Teacher Follow-up Interview asked the teachers to review their responses
from the Initial Survey and Interview and discuss any change since the CRSOP training
and support program. Then, the teachers were asked open-ended questions about their
perceptions of the CRSOP training and support program, the SOP process, the SOP
document, and if they felt they had changed as a special educator working with CLD
youth in transition practices.

<div align="center">

Treatment

</div>

The treatment was a two-hour CRSOP training and support program. The training
was divided into four parts: legal requirements of transition planning, SOP document,
culturally responsive transition, and implementation of a CRSOP (see full description of
training assessment and resources in Appendix F). The first part of the training presented

the historical timeline of special education transition law from the civil rights movement to current requirements of the SOP.

The second part of the training explained each component of the recommended SOP template and the intention of the SOP to create a document that could support youth with disabilities in qualifying for Americans with Disabilities Act (ADA), eligibility for disability services at postsecondary educational systems, and to teach self-determination skills (Martin, 2002; Test, Mason, Hughes, Konrad, Neale, & Wood, 2004; Wehmeyer, Field, Doren, Jones, & Mason, 2004). Self-determination skills included self-advocacy, choice-making, problem-solving, decision-making, goal setting and attainment, self-regulation, self-awareness, and self-efficacy (Wehmeyer, Agran, & Hughes, 1998; Wood, Karvonen, Test, Browder, Algozzine, 2004).

The third part of the training explained how to implement culturally responsive transition. Educators have identified various reasons for inadequate transition planning. The following three examples were discussed during the training: lack of time, resources, and student and family support. The implementation timeline provided at the training is designed to aid in the completion of these tasks. The training includes district-mandated resources (the current district uses the Goalview.com program for Individualized Education Plan and Individualized Transition Plan and the results of the *Woodcock Johnson Test of Achievement III*) with assessments students with special needs have access to already (*WISCareers Assessments* on www.careerlocker.com) and additional informal assessments to be given to students, teachers, and families to encourage the student's support system to provide input about the strengths, needs, interests, and

preferences in postsecondary transition (*Behavioral and Emotional Rating Scale-2*). Each of these assessments was explained in the Implementation section.

The fourth part of the training presented the implementation of the culturally responsive SOP including three stages: assessing the student; gathering documents; identifying and working with the necessary collaborative agencies and support systems in working with the students in their transition into adulthood.

After the CRSOP training, teachers were supported through the implementation of a CRSOP until the SOP meeting where the student presented his/her PowerPoint presentation and their SOP to his/her family representative, teacher, and other support people. The audience asked questions and both the support person and the student left with a copy of the presentation and the SOP.

<div align="center">**Procedures**</div>

To obtain permission to conduct the study, the researcher first met with the district's assistant director of special education to discuss the current state of postsecondary transition in the district, the research, and the basics of the study. The district gave permission to identify and work with teachers from two of the high schools (one comprehensive school and one alternative school). The district representative signed a consent letter giving me permission to complete the study. The letter from the district was used to get approval from the university's Institutional Review Board (IRB). Procedures taken to minimize the potential harm to the participants include confidential support, one-on-one assistance, and secure documentation. Each of the subjects was informed of the study and signed an informed consent form to verify knowledge of their participation. In the consent, the participants were told they could withdraw from the

study at any time. Based on these qualifications, the researcher gained approval from the Institutional Review Board for the Protection of Human Subjects prior to the study.

Once the schools were identified based on demographics of students enrolled in the school (marginalized CLD students with disabilities), an information email was sent to the special education department head about the CRSOP teacher training I was studying. The alternative site agreed to participate right away and two teachers signed the consent forms.

The first comprehensive site decided not to participate, and therefore, a second site was chosen based on the same criteria (a comprehensive high school with a higher percentage of marginalized CLD students with disabilities). The special education department head at two schools forwarded an email about the CRSOP training to the entire special education department at both schools. Presentations about the training were given at both sites. Interested teachers who had seniors who would be graduating with a diploma on their caseload, signed consent forms to participate in the study. In order to answer questions and concerns about the study I was invited to the comprehensive high school to present my information to the special education staff. At that meeting I was able to get consent forms signed by four special educators.

At that time, I administered the *Teacher Presurvey*. The teachers completed the 48-item *Teacher Presurvey* in approximately 10 minutes, on their own, prior to the interview. The Initial *Teacher Interviews* asked teachers about their history and practice, specifically about their value system and how they relate to CLD students. They answered 9 open-ended questions; the interviews took between 20 minutes to one hour to complete. The teachers were provided with a copy of the questions prior to the interview.

As the participants responded to the questions, the researcher typed the answers. Teachers were allowed to review the answers during the interview and revise or change them to represent their ideas more clearly. In addition, all interviews were audio recorded for accuracy. During the interview, the teachers and researchers identified one or two marginalized CLD student(s) with a disability who were graduating with a diploma in the next year from their caseload. The teacher gave a summary of what he/she knew about the student's cultural background and their postsecondary transition plans.

The teachers attended the CRSOP Training at their school site on two different dates. Originally, there was supposed to be one training for all five teachers, however, due to teacher absences at the alternative site, the first training was held at the comprehensive high school (April 22nd) and an additional training was held the next week at the alternative site (April 26th).

The training used the CRSOP Training PowerPoint designed by the researcher, handouts, and question and answer time (Appendix F). Teachers were presented with the negative statistics for marginalized CLD students with disabilities and a brief history of postsecondary transition requirements for students with disabilities. Next, helpful materials and tools for working in a culturally responsive manner with students and families were reviewed. Then, a guide on how to complete each of the sections of the SOP was described. Finally, questions and concerns of the teachers were discussed.

Table 4 presents data collected on teacher participation after the CRSOP training. The data varied from site to site and with the different teachers. In all, three teachers completed all of the provided activities for a CRSOP: Mr. Diaz, Mr. Harb, and Ms. Cruz.

Table 4

Teacher Participation After the CRSOP Training and Support Program

| | | | Teachers | | |
	Diaz	Adams	Smith	Harb	Cruz
Training Attended	Training 1	Training 1	Training 1	Training 2	Training 2
Pretest	Yes	Yes	Yes	Yes	Yes
Initial Interview	Yes	Yes	Yes	Yes	Yes
Support 1	Yes	Phone	Email	Yes	Yes
Support 2	Phone	Email	No	Yes	Yes
Student 1 Survey	Yes	Yes	Yes	Yes	Yes
Student 1 Rubric PowerPoint	Yes	No	No	Yes	Yes
Student 1 Rubric SOP	Yes	No	No	Yes	Yes
Student 2 Survey	n/a	n/a	n/a	Yes	Yes
Student 2 Rubric PowerPoint	n/a	n/a	n/a	Yes	Yes
Student 2 Rubric SOP	n/a	n/a	n/a	Yes	Yes
Posttest	Yes	Yes	No	Yes	Yes
Follow-Up Interview	Yes	Yes	No	Yes	Yes
Completed CRSOP	Yes	No	n/a	Yes	Yes

Teacher implementation of the tools and resources from the training differed. After the training, the teachers were given access to the tools and materials demonstrated in the training: careerlocker.com activities; *Behavioral Emotional Rating Scale-II (BERS-II)* for teachers, student, and family; code-switching activity; and assistance with writing an Individual Education Program (IEP) using the *Woodcock-Johnson-III (WJ-III)*. All seven of the students opened a careerlocker.com account, however, at the comprehensive high school only one student completed all of the activities, the other two began the activities but did not finish them. At the alternative high school site all of the activities were completed on careerlocker.com.

In addition to careerlocker.com, the teacher, student, and family representative were asked to complete the *BERS-II* survey and questionnaire. At the comprehensive high school site, only one of the teacher/student/family groups completed the *BERS-II* and at the alternative site both teachers and all four of the students and families completed the *BERS-II.* The code-switching activity was reported implemented with all of the teachers at both the comprehensive and the alternative high school. Three teachers asked for assistance from the researcher in analyzing and writing IEP present academic levels using the *WJ-III.* Based on the assessments, the students created a student presentation. The researcher provided a Student Presentation PowerPoint Template with guiding questions for the students to create their presentations (Appendix G).

Teachers were given access to support visits by the researcher. Both teachers at the alternative site received the two intended support meetings along with the phone and email support. The meetings at the alternative site reviewed the assessment information for creating the self-determination presentations, writing the IEP using the *WJ-III,* and

reviewing the sections of the SOP. Field notes on all attempted communication, interactions, and support were written. Only one teacher at the comprehensive site scheduled a site visit, but all three teachers utilized phone calls and emails.

Students gave their presentations and SOP at the final transition meeting with the teacher, family, and student present. At the comprehensive high school only one of the three teachers made it to this stage, but at the alternative high school both teachers and four students completed the presentation and SOP meeting. All five student presentations and SOP meetings were video-taped and the researcher completed field notes as well. Following the SOP meeting, the researcher wrote a reflection on the process.

Within a week of the student's final transition meeting, the researcher met with the teachers to complete the *Teacher Postsurvey* and Follow-Up Interview. Four of the teachers completed this stage. Issues with study completion and data collection came from the comprehensive site. Two teachers, Ms. Adams and Ms. Smith, did not complete the CRSOP for different reasons. Ms. Adams reported issues with technology (not able to save a PowerPoint), lack of time in the school day, and student lack of interest as the reason she was unable to finish the study in time. Ms. Adams did complete the Postsurvey and Follow-up Interview.

Ms. Smith's student, Tashia, had a change of placement IEP and was determined to qualify for Community Access and Transition (CAT) program, and therefore, did not need the SOP. In addition, Ms. Smith had another student of hers involved in a fatal accident. She was so distraught she was unable to complete the *Teacher Postsurvey* or Follow-Up Interview. All of the reasons for the lack of completion of the study were examples of situations teachers in urban areas experience all the time.

A team of professionals watched the videos and scored the student presentations and SOPs using the *Presentation Rubric* and *SOP Rubric*. Inter-rater reliability was assessed; disagreements in scoring were discussed by the researchers together until a consensus for the final score was agreed upon.

Researcher Role

One element that was part of the procedure was the role of the researcher changed from observer (gathering initial surveys and interviews) to trainer (during the culturally responsive SOP training) to assistant (providing support after the training) and back to observer (during the student presentation and SOP meeting and for the follow-up interviews). Although the researcher recorded the events in with as much objective detail as possible, bias may have occurred.

Data Analysis

The data were analyzed using quantitative and qualitative methods. The *Teacher Interviews* were transcribed and analyzed for emerging themes. The Survey responses were put into an EXCEL document and analyzed for frequency and trends. Field notes and communication logs were typed into a Word document to organize the support the researcher provided to the teachers. Videos of the student presentations and SOP meetings were watched and the team of professionals scored the Student *Presentation Rubric* and *SOP Rubric*.

The *Teacher Survey*s were analyzed in EXCEL for demographic information, transition knowledge, transition practice, and culturally responsive practices. A composite score transition score ranging from 0 to 129 was found for each teacher based on his or her survey responses. The *Student Survey* answers were analyzed in EXCEL

and tables were made on their demographic information, self-determination skills, and transition knowledge.

Teacher Interviews (Initial and Follow-up) were transcribed and compared by question topics. Case study summaries of the teacher's personal dimension: history, value systems, and reasons for teaching in urban special education were recorded. Also, teacher's instructional dimension, how they address culture and cultural issues in their classrooms, was compared and reported. Their interviews were coded around three areas: transition teaching elements, self-determination skills, and cultural responsiveness.

The team of professionals scored the Student *Presentation Rubric* and *SOP Rubric* and the scores were added up for a composite score. The Student *Presentation Rubric* composite score ranged from 0 to 18 and the *SOP Rubric* score ranged from 6 to 30. Also, quotes from the video and questions answered at the end of the Rubric documents were analyzed for self-determination skills and cultural responsiveness. Finally, five case studies were written and a cross-case analysis between the five case studies examined the data for similarities and differences in implementation and knowledge gain of self-determination and culturally responsive practices.

Analysis of the data was done in four steps: organized data, reviewed data, developed case descriptions, and summarized emerging themes. There were 5 kinds of data: *Teacher Survey (Pre and Post), Student Survey, Teacher Interview (Initial and Follow-Up), Rubrics (Student Presentation and SOP), and Field Notes.* First, the *Teacher Presurvey*, *Teacher Postsurvey*, and *Student Survey* data were entered into Excel and *Teacher Interviews* were transcribed into Word documents. The transcribed interviews were then organized into identified concept topics that emerged from the literature review

in Chapter 2. The conceptual variable tables included: disability, postsecondary

transition, culture, communication, behavior, multicultural education, value systems, and

CRSOP effects. Field notes were taken after each site visit and phone call. These notes,

along with email exchanges, were printed out and organized by teacher.

Second, the researcher read through and organized the data by underlining the

concepts with colored pens and using post-its to identify concepts on pages. Major topics

identified concerned disability, transition practices, and culturally responsive practices.

Teacher, student, and family quotes from each topic were reformatted into tables for each

of the topics: disability, postsecondary transition, culture, communication, behavior,

multicultural education, value systems, and CRSOP effects. The responses were

summarized and reread.

Third, teacher and student case descriptions of implementation were written. The

information included in the case descriptions were: demographics; educational and

employment history; value systems around education, employment, and independent

living; postsecondary transition and cultural knowledge and practice before the training;

postsecondary transition and cultural knowledge and practice after the training; and

overall effects of the CRSOP training and support program for the teachers, students, and

families. After the case descriptions were written, the researcher re-examined the stories

for similarities and differences across each of the five case groups. The similarities and

difference became part of the summary of data.

Fourth, as a result of the organization, reading, and summary, as well as the

reading through the data sets, four major themes emerged from the data: 1) after the

training teachers knowledge about postsecondary transition increased, 2) when teachers

implemented activities with self-determination skills explicitly, students demonstrated more self-determination skills, 3) after the CRSOP training and support process teachers relationship with students and families improved, and 4) after the CRSOP process teachers became more aware of the need to prepare students for career transition. All of these results supported the research that working with marginalized CLD students with disabilities is not just about completing a form, but working with students and families in a culturally responsive manner. There are equity issues in addition to the need for all students to get the same transition process.

Summary

Overall, the data from the teachers and students tell a story about implementing postsecondary transition with culturally and linguistically diverse students and families. All of the teachers, students, and families who completed the presentations and SOP meetings reported positive results from the process. All of the teachers reported learning more about the transition process including legal responsibilities and best practice in transition. They all requested additional copies of the materials to use with other students in their classes. The unexpected difficulties in implementation (technology and time) demonstrate a realistic barrier for students in accessing supports and completing projects. The technological challenges also demonstrate the digital divide in our education system, with many teachers not having the basic skills in troubleshooting computer programs. Furthermore, the teacher who's student was transferred to another program while she was working with her on completing her transition plan demonstrate the difficulty in continuity of curriculum when working toward getting students appropriate services and supports in special education. Finally, the additional tragic loss of a student's life

compounds the experience of many teachers working in urban areas with marginalized

CLD students. The stories in these five teacher case studies demonstrate the challenges

and accomplishments found in urban special education.

CHAPTER FOUR

RESULTS

This chapter is organized into four sections, leading with a review of the research design and questions and followed by a brief summary of the data instruments (surveys, interviews, rubrics, and field notes). The accounts of the data analysis strategies are reviewed and finally, the results of the data set analyses are described by research questions including the four emergent themes that arose from the data analyses.

Five teachers received a two-hour training in the CRSOP process. After the training, teachers were expected to complete the following activities during the 5-week support phase: 1) assess the student and family, 2) use formal and informal assessments to create a culturally responsive transition plan, 3) explicitly teach code-switching activities, 4) assist students in completing a Student Presentation using the PowerPoint template on self-determination skills and culturally responsive issues provided to show their preparation for postsecondary success, 5) write a comprehensive CRSOP including the five sections recommended by the National Transition Assessment Summit (2005) and provided by the district IEP website, and 6) hold a transition meeting where students present their Student Presentation and CRSOP to a family representative. After the student transition meetings, the researcher met with four of the five participating teachers for a one-hour Follow-up Interview.

The research questions for this study were as follows:

1. How did the teachers implement the CRSOP process?

2. What kinds of teacher knowledge changes, if any, occurred as a result of the CRSOP process?

3. What effects, if any, did the teacher knowledge changes have on their practice of the SOP process?

4. What effects did changes in the teachers' practice have on the students and their families?

Data for this study were generated from a variety of instruments: surveys, interviews, rubrics from student presentations and SOP meetings, and field notes before, during, and after the CRSOP training and support program. The testing instruments asked teachers to reflect on their postsecondary transition knowledge and practice and culturally responsive knowledge and practice. At the end of the study, the teachers reviewed their answers and reported on the survey and interview and were able to add additional thoughts or impressions realized during the process. The teachers' and students' names were changed for anonymity.

After the completion of the CRSOP training and support program, analyses of the data were done in four steps. Initially, responses from the *Teacher Presurvey* and *Student Survey* were organized into an Excel document to establish the baseline data for the teachers and students prior to and after the implementation of the CRSOP process. Also, the *Initial* and *Follow-up Interviews* and Field Notes were transcribed and printed. Second, using the surveys, interviews, and field notes, teacher and student data were organized into case studies to describe emerging themes: demographics; educational and employment history; value systems around education, employment, and independent living; postsecondary transition and cultural knowledge and practice before the training;

postsecondary transition and cultural knowledge and practice after the training; and overall effects of the CRSOP training and support program for the teachers, students, and families. Third, case descriptions were written to document each teacher and their students' experience before and after the CRSOP training and support program. Fourth, analyses of the changes from prior to the CRSOP and after the implementation of the CRSOP were examined, answering the four research questions, and addressing four emergent themes.

One of the four overarching themes found in the analyses demonstrated teachers understood more about postsecondary transition legal requirements for marginalized CLD students with disabilities. Also, teachers learned how to explicitly teach self-determination skills and culturally responsive practices. In addition, students demonstrated an increase in their self-determination skills such as self-awareness, self-advocacy, and goal-setting. By increasing self-determination skills using culturally responsive practices, teachers, students, and families reported an improvement in the relationship and trust. Also, teachers described an increased awareness of the need for career and transition development for marginalized CLD students with disabilities. All of the teachers described the need for career and transition development as an equity issue for marginalized CLD students with disabilities and their families because often the basic transition planning designed for Eurocentric middle class students growing up in stable homes does not meet the needs of this group.

Results of Data Analysis

As a result of the applied data analysis strategies for these data sets, the four research questions were answered. The research questions described how the teachers

implemented the CRSOP, the knowledge gained in this process, how teachers changed their practice as a result of the study including the four themes which emerged from this analysis, and what effect the CRSOP process has on students and families. Data across all of the cases were analyzed in order to identify similarities and differences in the knowledge and practice before and after the CRSOP training and support program. By identifying similarities and differences, the researcher seeks to provide further insight into issues concerning best practice in transitioning marginalized CLD students with disabilities into adulthood.

Research Question 1

How did the teachers implement the CRSOP process?

Case Description: Mr. Diaz and Hector. Mr. Diaz is Latino. He described his upbringing as "chaotic". He was born when his mother was 17-years-old. She and his father were married but divorced soon after. During his childhood he often moved around with his mother, attending six elementary schools and two junior high schools. At age 14, he moved in with his father and stepmother. It was at this time he joined a cross-country running team, and he felt like he was able to focus more. His grades went from C's to A's and B's because, he said, he "learned how to push [him]self, before [he] didn't know how."

Mr. Diaz explained he values education because it provides opportunities and a better quality of life. With postsecondary education one is able to have a better quality of life, networking opportunities, more employment opportunities, and a greater ability to live independently. He went on to community college, then earned a Bachelor of Arts in Psychology at a state university. Eventually, he earned a multi-subject credential, but he

was unable to find a fulltime job. After substitute teaching for a few years he went back to school for his special education credential and masters degree.

He has worked at the comprehensive high school in a special day class since 2002. Mr. Diaz reported he works in urban education because he feels it is important to live and work in the same area and because his mother was a special education teacher. He said, "I feel like I am more sensitive to the students I work with. I like it because of the small classroom setting and the student to teacher ratio. I feel like I get a better understanding of the kids." Mr. Diaz said he believes it is important to learn about students cultures by visiting the neighborhoods, listen to how the students speak, and ask them about what activities they are involved in.

Mr. Diaz chose to work with his student Hector. Hector is a Latino American (Peruvian and El Salvadorian) 18-year-old student in a Special Day Class (SDC) at the comprehensive school site. His disability is Speech and Language Impairment. He grew up in a home where both English and Spanish are spoken, he reports his mother speaks better English than his father and he speaks both well. The father figure is his stepfather; there has been no contact with his biological father in many years. The family eats meals together sometimes. His mother has her high school diploma and a job, however, she is unsure of the education of the father. Hector is rarely absent or truant to school. He has some friends. He has never been arrested and he and his family rarely experiences violence in their community, however, he reports he has experienced racism, as have his family and friends. As with all of the students, he reports teachers have not spoken with him or taught him how to deal with racism.

SOP Implementation. Mr. Diaz reported he knew a little about his legal responsibilities prior to the training, but realized after that he was not familiar with the legal mandates of the Summary of Performance or his responsibilities to his students. For example, he said, "I forgot I had to hook them up with other agencies, I didn't even know what those agencies were or which kids were able to access help from them." Part of the reason for his lack of postsecondary knowledge of transition requirements was due to limited training he received in his credentialing program on this topic. Nor had he received any district training on transition requirements from the district since he started working at the school in 2002.

After the training, Mr. Diaz reported he understood the SOP document and the legal requirements for transitioning students in a more explicit way. He said, "I didn't know how much I didn't know before this training. This is so important for special educators, their students, and the families." Mr. Diaz went from self-reported novice to competent in completing a CRSOP reflecting both legal mandates and best practices of self-determination and cultural responsiveness.

CRSOP Practices. According to the Presurvey, Mr. Diaz reported he was not at all confident his students could explain their disabilities or were ready for postsecondary education. He was only somewhat confident they could hold jobs or live independently. During the Initial Interview, he admitted he had not taken transition planning seriously with his students as he had not used formal or informal assessments and could only identify one outside agency working with students with disabilities. He cited the lack of student and parent involvement as the primary reason to not take transition seriously.

Additionally, the district did not seem to pay much attention or provide many resources around transition.

According to the Presurvey and Initial Interview, the transition practices Mr. Daiz implemented were: a resume, cover letter, voter registration, social security information, career assessments, family involvement, interest surveys, college tours, interview practice, college fair, internship, and job fair. He felt he could relate to students because he had experienced such a "chaotic" upbringing, and he therefore, felt he integrated culturally responsive practice in his classroom, curriculum, or when working with families. Mr. Diaz also noted as a Math teacher, culturally responsive practices do not always apply as part of instructional methodology. Even though he felt he was culturally responsive, Presurvey results indicated that Mr. Diaz assessed and planned for all students equally, he did not teach families about transition, translate documents, or arrange translators for transition meetings.

After the training, the researcher answered one email and met with Mr. Diaz at the school site twice to support the SOP process for his student, Hector. By the first visit, two weeks after the initial training, Mr. Diaz was able to complete the careerlocker.com assessments and activities and the *Behavioral Emotional Rating Scale (BERS-II)* described in the intervention section in this dissertation. In addition, Hector had begun working on the student presentation. Due to the completion of the career assessment, Hector realized other options were available to him after graduating from high school. Mr. Diaz was surprised that the assessment could have this type of impact on a student.

At the second meeting, Mr. Diaz was able to use the information from the training to support a well-written SOP as based on the current study's rubric score. The following

elements were addressed: a review of Hector's presentation, a scheduled SOP meeting with Hector's mother, a *BERS-II* score for the teacher, family and student, and an addendum to the Individualized Education Plan (IEP). In the IEP addendum, a more detailed description of Hector's present academic levels and services (accommodations and modifications) was completed. As part of the IEP addendum, the Individual Transition Plan (ITP) was updated to reflect Hector's assessment results; career, education, and independent living goals; and agency contact information.

Hector's mother and Mr. Diaz attended his presentation and SOP meeting. Before the presentation began, Mr. Diaz said, "At first he wanted to work for Comcast, but after finishing the assessments he decided he wanted to be a chef." Hector completed most of the slides on the provided presentation template, minus the slide about ADA and the slide about overcoming adversity (disabilities, racism, sexism, and economic issues).

At the end of the presentation Hector's mother asked, "What is DOR?" and Mr. Diaz explained, "It is the Department of Rehabilitation." Hector's mom said, "Oh yes, you connected him with them already. It is good to have someone he can go to and listen besides his mom." She also questioned the slide, which was left blank, about overcoming adversity and talked about how he has had to overcome bullying in his neighborhood and at school. Hector grimaced at his mother and she said he does not like to talk about the bullying. She reported that she had gotten him involved with the community years ago through the annual music and culture festival held in his neighborhood, called Carnaval. Unfortunately, he has not wanted to participate in the last few years because his peers "gave him a hard time." She liked that he is interested in working and playing sports in the community (as written on his community slide).

Based on the team's scoring of Hector's transition presentation using the *Presentation Rubric*, Hector addressed all of the elements for two categories: Self-Awareness/Validating and Goal-setting/Transformative. He had most of the factors for Self-Advocacy/Emancipatory, Problem-solving/Multidimensional, Choice-Making/Comprehensive, and Self-regulation/Empowering (see the Rubric in Appendix D). Overall, he scored a 15 out of 18 points for demonstrating self-determination and cultural relevance in his planning.

The team scored Hector's SOP using the *SOP Rubric*. Although Hector did not lead the meeting, the document was considered proficient in all categories: Self-Awareness/Validating, Self-Advocacy/Emancipatory, Choice-Making/Comprehensive, Self-regulation/Empowering, Problem-solving/Multidimensional, Goal-setting/Transformative (see Appendix E). The team noted that although the assessments Hector completed were mentioned in the Student Presentation, they were not mentioned in the SOP document.

CRSOP Effects. In the follow-up interview, Mr. Diaz was "amazed" at how much he had learned from completing the CRSOP process about transition students from high school to adulthood. He stated, that because of this process, he felt more confident in Hector's ability to understand and describe his disability, to become his own self-advocate for his needs, and to set realistic postsecondary goals.

Mr. Diaz especially appreciated the student presentation portion of the process because of the connection he made with Hector. The family was pleased their son had a clear idea of what he wanted to do for accomplishing his goals.

Mr. Diaz still felt that lack of student and parent involvement was a barrier to successful postsecondary transition unless students were involved in a similar SOP type process. He has added 8 additional elements to the original 13 transition essentials he was already using in his practice. These new elements were: ADA information, self-advocacy opportunities, self-determination activities, involving service providers, career exploration guest speakers, career counseling, and mentorship program.

Mr. Diaz also reported he felt more culturally sensitive after the training. He began to notice that when he could connect with students it decreased the anxiety felt by the students around leaving high school. In the future, he plans to work harder at getting documents translated and having translators present at meetings to make each family feel more supported and involved. In his classroom practice, Mr. Diaz said he wanted to work on getting the students closer to him in the classroom and find ways to connect with the students about their interests. Mr. Diaz believed the SOP process would help students work through their anxiety about their disability in front of a friendly audience.

He mentioned he would like to begin the transition planning earlier in the school year because a lot of the activities are good but take a while for students to complete. He appreciated the SOP document because the three pages were more comprehensive and easier to understand versus the long IEP document. Finally, he said the support after the training was really important because he could understand how to implement the information on an individual basis and know he was doing it right. After he heard the dismal statistics for the marginalized CLD students with disabilities, Mr. Diaz says it was important to bring his attention "up a notch higher…to be more aware, advocate for the students and families."

Case Description: Ms. Adams and Ali. Ms. Adams is White, well educated woman who has taught for over 30 years. She was raised by her two college educated parents; she reported her family "valued education and hard work." She also has a Bachelor of Arts in Psychology and a master's degree in education from state universities. In the past, she worked at a special education program at a mental hospital, two private schools, and now in public high school. Specifically, Ms. Adams has worked as a resource teacher for over 20 years in public elementary, charter high school, and public high school. She has worked at the comprehensive high school in the resource room since 2001. Ms. Adams says she works in urban special education because she lives in an urban district and she is "locked into [her] apartment until she can afford something bigger."

Ms. Adams identified working with Ali, an 18-year-old Arabic student in the Resource program at the comprehensive high school. Ali grew up in a Muslim family. Ms. Adams reported his mother is white, wears "Muslim garb", and works in the school system. Ali's father struggles financially and Ali has to work to help support the family. His parents want him to go to a four-year college, but Ali is a poor reader and is not at grade level in English or Math. He struggles with interpersonal relationships, especially with adults. He has been known to "get into it with his coaches because he has a chip on his shoulder." Also, he has said racist and abusive things to staff, such as "using the n-word and calling me 'old lady.' He doesn't understand why it is not good, he is arrogant." Ms. Adams reported Ali is aggressive with his peers as well, "challenging them because they are 'mugging' him." Mugging is a term used to say someone is looking at someone else in an aggressive and threatening way. He was arrested for punching another student

and had participated in at least one Manifestation Determination (an IEP meeting to determine whether multiple suspensions or an expellable act is due to the student's disability) in the last year.

SOP Implementation. Before the training, Ms. Adams reported she did not know her legal responsibilities and had not received training, however, she vaguely remembers the district special education department email sent a few years ago mentioning transition. She says she did receive some instruction in her credentialing program, but that was many years ago and prior to the new regulations in IDEA (2004). Concerning culturally responsive practices, Ms. Adams reported she had posters of Martin Luther King Jr. up, tries to celebrate holidays and birthdays, and has some multicultural books in her classroom.

After the training, Ms. Adams reports "there is a lot I can do to improve transition with my students." She said she now understood the new legal requirements and how to implement the SOP, especially with marginalized CLD students.

CRSOP Practices. Before the training, Ms. Adams was somewhat confident her students could explain their disability, but not at all confident they were ready for postsecondary education, employment or living independently. She reported she involved students and their families in transition assessments and planning and tries to include outside agencies when applicable. She also reported student involvement, parent involvement, and lack of employment opportunities affected her ability to be effective with transition. In addition, she reported time, resources, and support as barriers to working with students on transition planning. She listed 7 transition elements she was completing: resume, cover letter, career assessments, college fair, aptitude assessments,

career resource center, and job placement services. She rated herself highly in her ability to work with students and their families in a culturally responsive way during the transition process and noted she gets translators and translated assessments.

Ms. Adams was able to work with Ali on completing his assessments, however, she did contact the researcher expressing her frustration with the lack of quality computers at the school, student's attendance, and that Ali forgot to bring back the family assessment. The researcher recommended she have the student begin working on his presentation so that he could see how the assessment activities supported the slides in the presentation. Unfortunately, Ms. Adams and Ali had difficulty saving the student presentation PowerPoint document various times and all of Ali's work was lost. Consequently, Ali decided he was no longer willing to participate in any part of the study. Ms. Adams said "I think I could do it in the future, especially with more coaching. I didn't finish it because he was so difficult and absent a lot. Also, we had so much trouble with saving the PowerPoint and then he graduated."

CRSOP Effects. Even without completing the assessment activities and presentation, Ms. Adams reported that going through the CRSOP process helped prepare Ali for life after high school. For example, earlier in the school year Ali had denied he had a disability, after working on the projects for a few weeks he was able to describe his disability to his probation officer. She is concerned that Ali is satisfied with "doing the bare minimum, so he will have a shock in college." On the bright side, he now has a plan of what he wants to do with his life (business major) and was able to express plans to take business classes at the community college. Another positive was his postsecondary employment goal. Prior to the training, Ms. Adams reported he was not confident at all in

his ability to find/keep employment, but after implementing the assessments and student presentation she is confident that he is motivated to have an income. He refused to attend meetings with the outside agencies who work with the district on employment, but he did give the information to his mother for use later.

When discussing the SOP document, she explained it is difficult to use the formal assessments that support the IEP because many of the students had not been formally assessed since junior high school. The psychologist working at her school site had given the parents waivers to sign or said they were too old (over 18) and could not be tested with the district's assessments. She is concerned that the out-of-date tests could affect her students receiving services in college or training programs. She had not known that testing needed to be recent to qualify for special education services in postsecondary institutions because they only recognize testing done within a few years of graduation. Many of her students had not been assessed since junior high.

Ms. Adams stated she would like to learn more information about colleges and ADA supports for students with disabilities. Overall, she feels more prepared to work with students on transition in the next year. After the training she added 19 to the 7 elements she implements in her transition practice: professional email address, bank account, Health Care information, job interview techniques, ADA information, self-advocacy seminar, academic programs to support transition, self-determination imbedded in the curriculum, family and support system involvement, employers involvement, functional technology knowledge, career interest assessments, college tours, interview practice, guest speakers, career counseling, written career plan, internships, and tech-prep programs.

Ms. Adams says because of this study her practice changed. She wants to include more CLD curriculum into her classroom, she had forgotten about the connections students need to make with people who look like them. Also, she plans on having students work in cooperative groups so they can learn and practice social and communication skills in an organized fashion. She will address behaviors like tardiness and disorganization using postsecondary examples such as "when you are not organized in college…" rather than just telling them they need to be more organized. She sees the relationship between these issues and being successful after high school on the job, at college, and living on their own. Another change to her pedagogy is modeling appropriate behavior and explicitly teaching code-switching. She also stated she realizes that she did not really understand the importance of treating students and families based on their individual values and needs rather than treating all students equally.

Case Description: Ms. Smith and Tashia. Ms. Smith was raised by both of her parents. She came from a white, middle class family. She attended a private Catholic school through grade 12. She went to the local state school and graduated with a Bachelor of Arts in History. Later, she earned a teaching credential and then worked for 15 years in a residential treatment center for youth with emotional disturbances. She left that job to work in an office for approximately 20 years. In 2005, she completed her special education credential. She has been working as an SDC teacher at the comprehensive school since 2003. Ms. Smith reported she decided to work in urban special education because she has always enjoyed working with "kids who need a little more help than the general education structure provides."

Ms. Smith identified Tashia as the student she would work on a CRSOP with for the study. Tashia is an 18-year-old African American student with a specific learning disability. Both of her parents earned a high school diploma. She reported she received free/reduced lunch, which indicates she is identified at lower socioeconomic level. She struggled with truancy. She did not know what an IEP or SOP were and she described her disability as "not being good at writing or math." She said her family was very concerned about her disability. Tashia was the only student who reported she felt confident in her ability to learn in college, hold a job, and live independently, however, she was also the only student who changed her special education designation to a Community Access and Transition (CAT) program. CAT programs are for 18-22 year old students whose functional and academic levels are too low to complete high school with a diploma. Once her services and special education placement were changed to this status, she was no longer able to participate in the study.

SOP Implementation. During the Initial Interview and survey, Ms. Smith reported she believed she knew the legal responsibilities of special education teachers, however, after the training, she was surprised to find out she "didn't have a clue before this training." She reported she could not remember any training in her credentialing program or through the district in the eleven years she had been teaching. Ms. Smith's pretest survey indicated she was not at all confident in her students' ability to describe their disability, she did not believe they were prepared for postsecondary education, employment, or independent living. She also mentioned she rarely involved students, families, and/or outside agencies in assessment or planning. She reported she has a strong

desire to assist students with their transition, however, she lacked the knowledge and skills to do so.

CRSOP Practices. Before the training, Ms. Smith was not familiar with formal assessments or how to write IEPs geared towards transition. She had only worked with one outside agency around transition. She had never completed an SOP. Ms. Smith identified student involvement, lack of professional development, and time as the biggest barriers to transition. She stated most of the students completed transition elements if they were enrolled in a career/vocational education course, but she had not directly taught the skills. She said she would not assess students differently based on their cultural background and that she had never thought of teaching or working with parents on transition. She did not feel confident in her abilities to complete a CRSOP.

Ms. Smith mentioned she felt that having a job was an important skill for students to have by the time they left high school. She came from a hard working family and she believes that having job and learning skills give people a fair chance at being able to support themselves, especially for students from marginalized CLD backgrounds such as immigrants, African Americans, and special needs students. Life is even harder for these groups in the big cities.

During the implementation of assessments, Ms. Smith learned more about Tashia and was working with her family on completing her transition plan. However, Tashia was evaluated and her special education services were changed to a non-diploma track. She mentioned involving family members, increasing code-switching activities in her pedagogy, and learning more about resources for marginalized CLD families, such as foster care, undocumented immigrant issues, and supporting students with mental health

needs after graduation. Ms. Smith reported increasing the number of transition elements she was implementing from 10 to 17. The elements she implemented included: appropriate references, resume, cover letter, voter registration, bank account, social security information, career assessment, self-determination skills, parent involvement, interest assessment, college tour, interview practice, career courses, job counseling, aptitude test, career center referral, and job placement services.

CRSOP Effects. The day before the researcher had scheduled the follow-up interview, Ms. Smith received the news that one of her former students was shot and was dying. Ms. Smith went to the hospital to say her goodbyes. When the researcher arrived, Ms. Smith was obviously upset, she said she had worked so hard to help her students so they could be successful after they graduated and was now questioning what more she could have done. She cried and said she did not want to talk about transition, "what was the point?" Losing students to violence is an unfortunate and far too common occurrence in urban public schools. Therefore, when she failed to return phone calls and emails, the researcher stopped contacting Ms. Smith to schedule a follow-up interview.

Case Description: Mr. Harb, Kevin, and Abel. Mr. Harb's parents were first generation immigrants and, as he reported, he grew up "navigating two cultures, American and Arab." His paternal grandparents were very involved in his life and "they solidified many of the values" his parents felt were important, especially around the importance of family. Mr. Harb reported he learned strong values such as hard work leads to successful independent living, support of family through tough times, and that education opens doors to the future.

Mr. Harb attended Catholic elementary and junior high, public high school, graduated with a Bachelors of Arts in Community Studies from a state university, and completed a special education credential and masters. He was diagnosed with a learning disability in elementary school, as were his three brothers, which was one of the reasons he chose to work in a special day class at the alternative school site. Mr. Harb says he became an urban special educator because he believes it is "one of the most important jobs. There's a serious civil rights issue when it comes to the disproportionate number of kids of color who are placed in special education. I was also diagnosed with ADHD and reading disabilities and in that respect I really identify kids who struggle academically. I know the stigma and low self-esteem that comes with having a disability."

Mr. Harb earned his masters and teaching credential while interning as a SDC teacher in the current alternative school. He completed them both the year before this study. He chose two students to implement the CRSOP: Kevin and Abel.

Kevin is an African American 18-year-old male who is enrolled in a special program within the SDC class at the alternative high school. His diagnosis was Speech and Language Impairment. Because of his foster care status he was eligible for the state AB167 program that allows foster youth to graduate with a high school diploma based on state standards rather than district standards. Kevin ran away from his group home and found housing at a local men's shelter. Neither of his parents had any high school education. He did receive free lunch at school (indicating lower socioeconomic level). He had dropped out of school before and was habitually absent or truant. The police arrested him during the study. He reported he and his family had experienced violence always. Kevin said he sometimes encountered racism, but his friends and family always

encountered it. He expressed no one had ever talked to him about ways he could deal with racism or other stressors in his life.

Mr. Harb's student Abel, age 19, attended the alternative high school SDC classroom due to his learning disability (SLD). He is Latino and Filipino and lives with his grandmother because his mother is addicted to drugs. His mother did graduate from high school with a diploma, but he is unsure of his father's educational experience. English and Spanish are spoken in the home; however, Abel does not speak much Spanish. His family rarely eats meals together. He does receive free lunch, which is used as an indicator of low socioeconomic level. Abel reports always being absent or truant. He has been arrested. He said he and his family experience violence sometimes in the neighborhood in which he lives. Also he says he, his friends and family encounter racism, but he has not had any teachers talk to him about how to deal with racism or other stressors.

SOP Implementation. Before the training, Mr. Harb felt he understood the legal responsibilities special educators had concerning postsecondary transition of students with disabilities. He had just completed his credential two years prior. That same year he attended a seminar the researcher of this study had given on effective transition practices (Jez, 2009). He felt somewhat confident in his student's ability to describe their disability and in their preparation for life after high school (employment, education, and independent living).

After the training, Mr. Harb demonstrated he gained even more knowledge around the legal requirements, self-determination, and culturally responsive practices in transition. He reported he was "unaware of the full gamut of transition components" such

as outside agencies and their eligibility criteria. He reported he felt better equipped to determine and support postsecondary transition with marginalized CLD students with disabilities.

CRSOP Practices. Before the training, Mr. Harb had never completed an SOP and was not regularly assessing his students for postsecondary transition planning. He was only somewhat confident in his students' ability to explain their disability. Also, he felt they were only somewhat prepared for postsecondary education, employment, and independent living. He was rarely involved students, families, or outside agencies in assessment and they did not always attend the meetings. Also, Mr. Harb reported he rarely provided translators or translated documents prior to meetings; however, there were Spanish-speaking staff on-site.

Mr. Harb identified student involvement, educator training, and time as the greatest barriers to transition. Before the training, he identified 15 elements he regularly implemented concerning postsecondary transition: professional email address, appropriate references, resume, cover letter, Secretary's Commission on Achieving Necessary Skills (SCANS), Social Security, career assessments, self-determination skills, involving parents and support systems, involving service providers, functional technology knowledge, career interest survey, college tours, career counseling, and aptitude tests.

During the training, Mr. Harb met with the researcher two times to discuss progress with his students. One meeting was used to review the IEP (present levels, accommodations and modifications, and transition plan). Using the *WJ-III* Mr. Harb and the researcher were able to prepare Mr. Harb to work with the students individually on

explaining and addressing students' needs and strengths. Because of Kevin's foster care status he was eligible for the AB167 graduation requirements. The researcher helped Mr. Harb understand what he needed to do to complete the application. Also, the Chafee Grant was discussed for federal funding of Kevin's postsecondary education.

The second meeting was to discuss the students' presentations prior to the SOP meeting. Mr. Harb had done an effective job sharing results of formal and informal assessments with students and he was able to explain how they could use the information to create their documents. Dates for the students' presentation and SOP meetings were set up at the second meeting.

Prior to the training, Kevin was able to identify his disability label, however, he could not explain exactly what that meant for him. One reason for this may have been due to the severe abuse he had experienced as a child and his support team did not want to upset him with addressing things that stressed him out. He had a behavior support plan within his IEP to address how staff could work with him on his behavioral outburst. He was labeled as "Speech and Language Impairment" because he had difficulty speaking in elementary school, although at the time of the study, the speech therapist reported that he had improved significantly and might not qualify for services. In addition to Kevin's desire not to talk about his disability, he was very careful about "sharing his business." His transition plan had a scarcity of information because he did not want to talk about it.

After the presentation and SOP, Kevin not only had opened up about his plans after high school but was able to express himself on issues he may encounter and methods for dealing with them. Kevin gave his presentation to his teacher/case manager (Mr. Harb) and one other teacher. His lawyer/advocate/holder of educational rights was

supposed to attend but was unable to due to a scheduling conflict. When asked if he would like to have his presentation sent to his lawyer, he stated, "She didn't show up, she doesn't need to see it."

Kevin reported his interests and needs were "getting money" and that his strength is being "good at working by myself and getting focused on whatever I am doing." He completed all of the slides except the ADA slide and the "Overcoming Adversity" slide. He said, "Don't worry about my business, I will take care of it." Kevin also said, "Things that stress me out are having too much to do at one time and having no control over what's happening around me." This was not a surprising statement due to his difficult childhood and many experiences with unstable housing and abuse. He was living at the Salvation Army Shelter at the time and was participating in their job/housing placement program. He did not want the staff from the shelter to be involved with the school.

Based on the team's scoring of Kevin's transition presentation using the *Presentation Rubric*, Kevin demonstrated all of the elements for two categories: Self-Awareness/Validating and Goal-setting/Transformative. He had most of the factors for Self-Advocacy/Emancipatory, Problem-solving/Multidimensional, Choice-Making/Comprehensive, and Self-regulation/Empowering (see the Rubric in Appendix D). Overall, he scored a 14 out of 18 points for demonstrating self-determination and cultural relevance in his planning.

The team scored Kevin's SOP using the *SOP Rubric*. Kevin led the meeting with assistance from Mr. Harb, although his support representative was not there. The document was considered proficient in all categories: Self-Awareness/Validating, Self-Advocacy/Emancipatory, Choice-Making/Comprehensive, Self-regulation/Empowering,

Problem-solving/Multidimensional, and Goal-setting/Transformative (see Appendix E). Kevin's SOP earned a score of 24 out of 30 possible points.

Abel presented his slide show to his grandmother (guardian) who was there with his young niece and nephew, Mr. Harb (his teacher/case manager), and two other teachers. He completed all of the slides except for slide about ADA services. His teacher gave him the option of summarizing the PowerPoint instead of just reading it, however, he mostly read straight from the slides. While he was presenting the teacher also asked him some questions about what he wrote. For example, Abel was asked why he completed this project and he said, "It is about my future plans and goals, especially my future education plans. It brought light to my eyes about what I need to do." Mr. Harb asked, "You said you felt like you got to know yourself better didn't you?" Abel replied, "Yeah…it is important for me so I don't get lost…I believe good things are in my future."

Based on the team's scoring of Abel's transition presentation using the *Presentation Rubric*. Abel addressed all of the elements for three categories: Self-Awareness/Validating, Problem-solving/Multidimensional, and Goal-setting/Transformative. He had most of the factors for Self-Advocacy/Emancipatory and Self-regulation/Empowering. Abel demonstrated few of the factors of Choice-Making/Comprehensive (see the Rubric in Appendix D). Overall, he scored a 14 out of 18 points for demonstrating self-determination and cultural relevance in his planning.

The team scored Abel's SOP using the *SOP Rubric*. Abel led the meeting. The document was considered proficient in the following categories: Self-Advocacy/Emancipatory, Choice-Making/Comprehensive, Self-regulation/Empowering,

Problem-solving/Multidimensional, Goal-setting/Transformative. Abel was scored as competent in the category of Self-Awareness/Validating (see Appendix E). Abel's SOP score was 24 out of 30.

CRSOP Effects. After the training and support, Mr. Harb progressed from novice to a proficient in completing a CRSOP as reported by the team of educators who scored the rubrics for inter-rater reliability. He also reported an increase in his confidence regarding his students' ability to explain their disability and being prepared for life after high school (educational, employment, and independent living). He said he would always involve students, families and outside agencies in the assessment and planning of his students, especially now that he had the resources and tools for transition.

Mr. Harb said he had been unaware of the components of transition, but now that he knew them he would continue to use formal and informal assessments. He especially liked the condensed form of the SOP versus the IEP, which can get confusing for all persons involved (students, families, and outside agencies). He continued to report time as a major barrier to transition, but said he would address this issue by beginning to work with students earlier in the year. Mr. Harb added 14 more elements to his transition practice: voter registration, academic supports, networking skills, employer involvement, guest speakers, career exploration course, college fair, tours of local business, apprenticeship program, internships, career fair, career resource center, job placement and mentorship.

Also, Mr. Harb altered his view of culturally responsive practices. Although he had believed teachers needed to assess students differently based on their family background, he now believes the training gave him specific methods and ideas for

actually working with CLD families, especially marginalized students. He expressed he had no idea students from foster care had alternative supports and resources. Prior to working with Kevin, he had never thought about the issue of doubling up on services or people assuming students were getting services from certain areas when in actuality they were not. This conflict speaks to "students falling through the cracks."

Additionally, he understood the sensitive nature of working with families such Abel's. Abel's grandmother was taking care of many members of the family and running her own daycare. Although she made it to the school for meetings and completed the assessments, Mr. Harb needed to take extra time to explain the special education jargon. Working with Abel on the presentation helped Abel learn and feel comfortable with the language. This was a powerful step that Mr. Harb felt was missing from his practice before.

In the Initial Interview Mr. Harb reported he values education as a "top priority" and teachers should prepare students beyond the core content areas, especially in the Science, Technology, Engineering, and Math (STEM). He believes they should prepare students for life after high school and that preparing students for college will help them with their careers and living independently. After the training and implementation of the CRSOP, he felt that students with special needs need to really concentrate on 21st-century skills as related to transition plans. He plans to implement more transition skills into the curriculum, specifically STEM courses in the future.

Mr. Harb's value system around employment was established when he was very young working in the family business. He believed that having responsibilities and making money at a young age were some of the reasons he has done so well in life. He

came from a family where he lived with his parents well into his twenties, but then bought a house with the money he saved. He said he wants the youth "to learn to stand on their own two feet and know how to fend for themselves." After the study he reported he worried about students being able to do this, because they even struggle with participating in the community-based organizations (CBOs) programs designed to assist them with getting jobs, going to school, and managing their functional daily life. In addition, he was worried that a lot of teachers were not even aware of the existence of these programs or the eligibility criteria. Mr. Harb reports this is especially difficult because of the different messages families are sending their children (his students). While one student is being kicked out of the house once he or she turns 18, another student is expected to stay and contribute to the family household. He said trainings such as the current one are very important so teachers can learn how to deal with all of the intricacies of their caseload.

Finally, Mr. Harb reported the importance of addressing behavior issues such as tardiness, off-task behavior, and lack of organization. After the training, he said he had not noticed how much we have to address anxiety issues and empower the students to learn the important self-determination skills. Mr. Harb wanted to work more code-switching into the curriculum so students could practice the skills they need for after high school.

Case Description: Ms. Cruz, Angel, and Jose. Ms. Cruz was raised in a Mexican-American household by her two parents and with her four siblings. Three of the four (including Ms. Cruz) were diagnosed with learning disabilities in elementary school and she is the only one to have graduated from high school. She attended both Catholic

and public schools throughout her elementary and high school career. Ms. Cruz also earned a bachelor's degree and worked in the business sector (marketing and advertising) for two years. She is currently working on her special education teaching credential and masters at a private university while participating in a teacher internship program.

Currently, she is the resource teacher at the alternative school site. She chose to work in urban special education because she and her family have a history of receiving special education services and she wants to give back. She feels "there is a need for educated people to roll up their sleeves and give special education the time and attention it needs, especially because many of the students in this population don't have access to the resources they need."

Ms. Cruz said she grew up with a strong value system around education and employment. She knew her father wanted her to go to college because it could help her career. She reported everyone in her family worked at an early age. She feels lucky to have such a strong foundation with good work ethics. She believes education "levels the playing field" for people who would not necessarily have the same opportunities. Education is even more important for marginalized CLD students with disabilities because they may encounter additional barriers to success after high school. Ms. Cruz implemented the CRSOP with two students: Angel and Jose.

Angel is a Latino male, age 19, who was enrolled in a Resource Classroom, but took classes in both general education and SDC classrooms because of his Other Health Impairment (with a secondary disability of Emotional Disturbance). He lived with his grandmother much of the time along with multiple cousins, uncles, and aunts. Spanish is spoken by most of the family; however, one aunt did speak English and would

communicate with the family on school issues. His parents were not consistently in his life, but he reported his mother did complete high school although he was not sure about his father. Angel received free lunch, therefore was considered as coming from lower socioeconomic level. Angel was always absent or truant, however, he did not consider himself to have ever dropped out of high school. He says he was never arrested, but did experience violence sometimes. His family also experienced violence and racism. Although he said he had encountered racism, he reported his teachers had never talked him to about how to deal with the issue of racism.

Jose is another Latino student, age 20, receiving special education services in the Resource room because of his Specific Learning Disability. He did drop out of high school once and continued to have a difficult time with absences and truancy. Although Spanish is spoken at home, Jose is considered fluent in English. His mother speaks some English. His parents' educational levels were not provided. He sometimes eats with his family, but the lack of eating together is mostly due to his mother's job as a musician, which means she works nights. Jose was arrested and he reported he, his family, and his friends all encountered violence. He reported they also encountered racism, yet, no one had ever talked to him about dealing with racism.

SOP Implementation. Ms. Cruz reported she thought she knew her legal responsibilities before the training, but afterwards she realized she "had no idea." In her credentialing program they addressed the need for preparing students with disabilities for life after high school, however, they did not give her concrete examples or resources to do this. The district did not give her any training on transition. She identified herself as a novice in her ability to complete an SOP. Ms. Cruz felt she was giving "lip service" to

transition because there was not enough time, student involvement, or family involvement and because she was so focused on helping her students get to graduation. She only reported knowing about one outside agency that works with the district. Also, she was not using any formal assessments in planning for transition. In addition, she was not aware of, and therefore she did not intentionally implement, culturally responsive practices during transition assessment and planning beyond inviting parents to the IEP.

CRSOP Practices. Prior to the training, Ms. Cruz felt somewhat confident in her ability to implement postsecondary transition, as she said, "once I have been taught what I need to do, I will do it." She did not feel like her students understood their disabilities, nor did she feel like they were prepared for life after high school (education, employment, or independent living). She said she sometimes involved students and families in assessment and planning for their transition. She identified seven transition elements in her practice: professional email, appropriate references, resumes, cover letters, career assessments, self-determination skills, and interest surveys. Although she was not sure how to get translators or translated documents, she thought she would access those services if possible.

During the support portion of the CRSOP Ms. Cruz called one meeting, but asked the researcher questions informally (phone, emails, and conversations at the site) six times. Ms. Cruz had to rewrite Angel and Jose's present levels, accommodations and modifications, and ITPs as addendums. She asked for consultation on how to use the *WJ-III*, teacher assessments, and the psycho-educational report provided by the district psychologist to help the students understand their disability. She reported some of their formal testing in their psycho-educational report was out of date. As she was working

with Jose on reporting his disability he said, "Oh, that is what auditory processing means? I never knew." The researcher also consulted with her on understanding the results from the *BERS-II* assessments.

Angel presented to his teacher/case manager (Ms. Cruz) and one other teacher. His aunt was supposed to show up, but she did not make it. He was graduating the next day and did not want to reschedule. He described his strengths, interests, needs, preferences, culture, and languages. He said he finally understood what "Other Health Impairment" meant and because of completing this document, he even started to see how his attention impeded his success. He said, "I have attention and concentration issues, they get in the way. I need to get myself to focus even when I don't want to."

He thoroughly explained his education, employment, and independent living goals (long-term and short-term goals). He plans to work as a cook as he attends a Culinary Arts class. He has applied for a scholarship and financial aid for college. He wants to get an apartment, a bank account, and a steady job. His academic abilities were described by grade level and not by skill set, however, he did state, "7th grade is normal for English, it is what the newspapers are written in." He listed accommodations and modifications that are helpful like "repeating instructions, extra time, a calculator, and working in small groups."

He stated he would deal with stressors by "talking to a friend, spending time with family, help out with the family, and play soccer." Angel stated he would be successful because he is "self-motivated and I will stay focused on my goals because I am determined to succeed." He said he would be mentally aware of his spending so he would not get in financial trouble. Also, he would ignore people who discriminate against him

because of racism or his disability. He has clear plans on staying connected to his community by living in the city, doing things with friends, and through social networking.

Based on the team's scoring of Angel's transition presentation using the *Presentation Rubric*, Angel addressed all of the elements for two categories: Problem-solving/Multidimensional and Goal-setting/Transformative. He had most of the factors for Self-Advocacy/Emancipatory, Self-Awareness/Validating, Choice-Making/Comprehensive, and Self-regulation/Empowering (see the Rubric in Appendix D). Overall, he scored a 14 out of 18 points for demonstrating self-determination and cultural relevance in his planning.

The team scored Angel's SOP using the *SOP Rubric*. Angel led the meeting with his teacher's assistance, his SOP document was considered proficient in all categories: Self-Awareness/Validating, Self-Advocacy/Emancipatory, Choice-Making/Comprehensive, Self-regulation/Empowering, Problem-solving/Multidimensional, Goal-setting/Transformative (see Appendix E). The team scored his overall SOP as a 23 out of 30.

Jose presented his PowerPoint to his mother and case manager/teacher, Ms. Cruz. His mother's first language is Spanish, however, she speaks conversational English as well. As reported earlier, Ms. Cruz speaks conversational Spanish, so she did some light translations during the meeting. Jose completed all of the slides except the ADA slide. He described his strengths, interests, preferences, needs, culture, languages, and his disability. He stated he did not understand what auditory processing meant until he began working on this project with his teacher. He described his long-term and short-term

education, employment, and independent living goals thoroughly. He was able to describe explicitly his academic levels including examples of areas in which he still needs assistance. For example, "I am at the junior high level for writing, I need help knowing where to put the punctuation." He said he is "a person who is calm and indifferent. Sometimes I don't take things seriously even though I should. I need to be motivated to do what I want to do." He felt confident his family would be there to support and motivate him.

As he was presenting Ms. Cruz asked him for clarification on the slide about accommodations and modifications and he said, "in addition to sitting in the front so I don't get distracted it helps if I get to work one on one so I can ask for further explanation." He addressed how he would overcome obstacles by "seeking out help" and "work hard at my job, be on time, dress formally, speak maturely, and be well connected." At the end of the presentation, his mother said (in Spanish), that she was so proud of him, that she did not know that he had a plan for the future, and that she appreciated all of the teachers who have helped him to graduate and get ready to be an adult. Both the Ms. Cruz and Jose's mother were crying out of pride for his accomplishments.

Based on the team's scoring of Jose's transition presentation using the *Presentation Rubric*, Jose addressed all of the elements for three categories: Self-Awareness/Validating, Goal-setting/Transformative, and Problem-solving/Multidimensional. He had most of the factors for Self-Advocacy/Emancipatory, Choice-Making/Comprehensive, and Self-regulation/Empowering (see the Rubric in

Appendix D). Overall, he scored a 15 out of 18 points for demonstrating self-determination and cultural relevance in his planning.

The team scored Jose's SOP using the *SOP Rubric*. Although Jose did not lead the meeting, the document was considered proficient in five categories: Self-Awareness/Validating, Self-Advocacy/Emancipatory, Choice-Making/Comprehensive, Self-regulation/Empowering, and Goal-setting/Transformative. He scored competent in the category Problem-solving/Multidimensional (see Appendix E). The team noted, the teacher, Ms. Cruz, made translations for his mother.

CRSOP Effects. Ms. Cruz said she thought the training was a positive experience. She said the process changed her perspective as a special educator. She said, "I realize how much time it takes and how important it is to drive home the transition portion of their services." She reported an increase in transition knowledge and skills. She was able to work with her students in learning about what their disabilities meant, she was surprised they had been in special education for so long and they did not understand their disability. According to the team of professionals she went from a beginner transition teacher to competent in implementing a CRSOP.

As demonstrated by the case descriptions, four of the five teachers were able to implement the CRSOP process with their marginalized CLD students with disabilities. Although there were some challenges in the process, with the training and support, teachers changed their practice in transition after participating in the CRSOP process.

Research Question 2

What kinds of teacher knowledge changes, if any, occurred as a result of the CRSOP process?

To answer research question two, an examination of the teacher surveys, interviews, field notes, and rubrics were completed. The teachers' knowledge was assessed based on their answers from the *Presurveys* and *Postsurveys*. In addition, the results were compared to the whole district self-report tally on completing SOPs (only two teachers outside of the study reported completing an SOP in the last year). Next, the interviews and field notes responses were analyzed to determine the teachers' impressions of the assessments and tools provided at the CRSOP training. Then, the researcher assessed the number of transition elements and the CRSOP composite score from prior to and after the completion of the CRSOP process. Finally, the Student Presentation and SOP rubric results scored the level of proficiency in implementing the CRSOP process.

A baseline was assessed of teachers' postsecondary transition knowledge and implementation techniques using the *Teacher Surveys* (Pre and Post) and Interviews (Initial and Follow-up). Table 5 reviews the teachers' knowledge and practice prior to the CRSOP training and support program.

When teachers were asked if they knew their legal responsibilities for transitioning their students; three of the teachers reported "no" and two teachers reported "yes." At the end of the training, however, the two teachers who had reported, "yes," indicated they had not heard about many of the legal mandates for special education during transition. The teachers also indicated if they had to answer the survey again, their initial response would be "no"; they now see they did not know the legal matters prior to the training. None of the teachers were familiar with the SOP requirements. Only one teacher had heard about the Summary of Performance from a district email.

None of the teachers had completed an SOP prior to the training. This lack of knowledge on the SOP may have been due to the absence of training since their credentialing program. All teachers reported very little to no training on transition in their credential program. Ms. Cruz, currently in her first year of a two-year internship credential program has yet to receive training. The three credentialed teachers have not received any additional postsecondary transition training since the IDEA reauthorization in 2004.

Table 5

Teacher Report of Transition Knowledge, Practice, and Cultural Responsiveness Prior to the CRSOP Training and Support Program

Characteristics of Transition	Teachers			
	Diaz	Adams	Harb	Cruz
Knew legal transition requirements	Yes*	Yes*	No	No
SOP mandate requirement Knowledge	No	No	No	No
Completed an SOP	No	No	No	No
Knew about self-determination skills	No	No	No	No
Assessed and planned transition with students	ITP**	ITP**	ITP**	ITP**
Assessed and planned transition with families	No	ITP **	No	No
Used formal test results from the psycho-educational testing	No	No	No	No
Gave "lip service" to transition	Yes	Yes	Yes	Yes
Knew about foster care resources, grants, or graduation requirements	No	No	No	No
Knew where to get translators or translated documents	No	No	No	No
Explained transition rights to students and families	No	No	No	No
Student-led meeting	No	No	No	No
Student plan reflected their cultural values	Don't Know	Don't Know	Don't Know	Don't Know
Taught code-switching skills	No	No	Yes	No
Pedagogy reflected students culture	No	No	Yes	No

*Respondents changed Yes response to No during Follow-up Interview
** Individualized Transition Plan (ITP) only

All teachers reported working with students on creating goals or learning organization skills in the Initial Interview. Teachers were not familiar, however, with best practice in transitioning CLD students with disabilities: i.e. working with students on learning self-determination skills and implementing culturally responsive practices. Nor did the teachers know the components of self-determination. So, although self-determination skills were implemented, it was not through explicit teaching of self-determination.

Teachers reported having assessed and planned transition with students during the ITP section of the IEP. This consisted of asking the student what their employment and educational goals were after high school. Three teachers did not assess or plan with the families. One teacher asked families for input during the ITP. None of the teachers used formal test results to teach students about their disability or when writing the current academic or functional levels. The teachers reported giving "lip service" to transition planning because none used assessments as part of the transition for students. The teachers said the "lip service" was because they were not trained in transition, there was not enough time to do it properly, and there was a lack of access to assessment resources.

Culturally responsive practices were assessed by asking teachers about: their knowledge of specific resources for foster youth, how to access translators or translated documents, if they explained transition rights to students and families, and if they have students lead the transition meeting. Also, to be considered culturally responsive, teachers need to ensure their student's transition reflected their cultural values, possibly teach code-switching if needed, and demonstrate an attempt to represent their students' culture in the classroom and curriculum.

From the surveys and interviews, none of the teachers knew about foster care resources, knew where to access translators/translated documents, explained transition rights and responsibilities to students and families, or implemented student-led transition meetings or IEPs. All teachers reported not knowing if their students' transition plans reflected their cultural values. Only one of four teachers reported teaching code-switching or integrating pedagogy that reflected the cultures of the students in his classroom. The other three teachers reported a culturally responsive approach could not be implemented because of the following: one believed Math was not conducive to addressing culturally responsive needs, another teacher shared her classroom and the space did not allow it, and the third teacher believed it would be too difficult to address culture and meet the academic needs of the students.

All of the teachers found the careerlocker.com assessments helpful for guiding students through their postsecondary employment planning. Once the students figured out what type of job they wanted, they were able to learn more about the necessary education and/or training necessary for that job. Teachers also reported the PowerPoint presentation allowed the students to organize the information they gathered in the assessments and from their own experience to complete the SOP. Finally, the BERS-II was not used by all of the teachers in the intended manner; however, the assessment did provide family input on the student's disability and expectations for the future. Table 6, describes how the teachers implemented the postsecondary transition assessment and planning with the students.

Table 6

Teachers Responses to the Postsecondary Transition Assessment Tools Provided for at the CRSOP Training

Factor	Diaz	Adams	Harb	Cruz
Assessments and Activities	"The assessments helped the student figure out what he what kind of job he wanted after high school, but it was repetitive in some ways and hard for kids with language delays."	"The assessments were good and helped review the skills. I worry that the WJ-III is out of date for most students."	"The assessments and planning gave students the ability to create and archive their resume and cover letter, complete job interest surveys, and begin to disaggregate a lot of the transition information around career, education, and budgeting."	"The assessments were helpful resources for the students to learn more about their strengths, preferences, and jobs…with real world examples of different skills."
Student PowerPoint Presentation	"I didn't realize until I saw the student presenting the material how important it was because the student had to speak for himself and talk about his disability and ideas in front of a friendly audience."	"The PowerPoint would have been good, if he had more time he could have been more creative. It is good for the student to be able to verbalize his plans for after high school…and to explain what he knew about himself to others."	"The self-determination PowerPoint was useful for culminating the information for the student and for me as the educator to prepare for completing the SOP."	"The prompts on the PowerPoint gave students and me the information we needed to complete the task."
BERS-II	"The family did fill out the BERS-II and it allowed them to give their input."	"The BERS-II asked the family about how they saw their child. "	"The BERS-II was a useful tool but I did not get to use it in the way I wanted, however, it did let me know more about the family view."	"The BERS-II was good for the students to get an outside picture of how their family views them, how their behavior affects their family."

The *Postsurvey* and *Follow-up Interview* results showed: 1) increased number of postsecondary transition elements students could access; 2) greater involvement of students and families in transition planning; 3) explicitly teaching self-determination skills to marginalized CLD students; 4) introducing and addressing of cultural issues and resources for marginalized CLD students with disabilities; and 5) completed the CRSOP based on the knowledge and skills presented in the CRSOP training and support program. The results are presented in Table 7.

Table 7

Teachers Reported Transition Practice Including Elements Implemented and CRSOP Composite Scores Prior To and After the CRSOP Training and Support Program

	Teachers							
	Diaz		Adams		Harb		Cruz	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
# Transition elements	13	21	7	27	15	29	7	32
CRSOP Composite score	51	79	57	90	62	110	52	106

As part of the study, teachers were given a list of 38 transition elements such as creating a resume, assisting with a bank account, teaching job interview techniques, and giving college tours (see Appendix A). Teachers were asked to identify how many elements were included in their practice. Prior to the CRSOP training and support program, the teachers reported between 7 to 15 elements were provided for students. The *Presurvey* to *Postsurvey* results indicated the use of 38 transition elements increased for each teacher. Mr. Diaz increased in elements from 13 to 21, which is a 22% increase. Ms.

Adams increased in elements from 7 to 27, which is a 53% increase. Mr. Harb increased

in elements from 15 to 29, which is a 37% increase. Ms. Cruz increased in elements from

7 to 32, which is a 66% increase.

Then, an overall CRSOP composite score was calculated from the survey. The

composite score included: 1) transition knowledge, 2) transition practice, and 3)

culturally responsive practice when working with marginalized CLD students with

disabilities. The possible Survey composite score ranged from 0-129. All teachers

increased their CRSOP composite score from the Presurvey to the Postsurvey. Mr. Diaz's

Presurvey score was 51 and Postsurvey score was 79, a 21% increase. Ms. Adams'

Presurvey score was 57 and Postsurvey score was 90, a 25% increase. Mr. Harb's

Presurvey score was 62 and Postsurvey score was 110, a 37% increase. Ms. Cruz 's

Presurvey score was 52 and Postsurvey score was 106, a 41% increase.

In the interviews, the teachers discussed how increasing the number of transition

elements would increase the employment skills for their students. They agreed the

marginalized CLD students need assistance with postsecondary employment support:

getting a job, learning job skills, and keeping a job. The teachers indicated success in

employment would lead to more stable independent living outcomes.

The study results addressed the best practice of working with the student and

families during the transition process. The results indicated that prior to the training,

teachers reported limited involvement with students and families in the transition process.

After the training, the teachers reported including family input in the assessment and

planning of students. The teachers indicated they continue to educate the student and

families about their postsecondary rights and resources. Prior to the training, two teachers

knew about eligibility criteria for outside agencies that work with students after graduation. After the training, the other two teachers reported increased knowledge in eligibility criteria. Prior to the training, when teachers were asked if they were able to get translators and documents translated (assessments, IEP, and SOP), they reported, "not consistently." After the training, all teachers reported knowing how to access translators and translated documents. However, only two of the teachers said they would use those resources more.

Teachers showed understanding of inviting people important in the student's lives to the meeting including extended family, friends, mentors, and other support people. Prior to the training, family involvement usually consisted of family members attending the IEPs and being asked the standardized questions such as the child's strengths and needs. After the training, families were asked to give input twice, once using the *Behavioral Emotional Rating Scale II,* and second by commenting after the student presentation. This increase created a positive relationship with the family and, as one parent reported, "gave a voice to the family" issue. Once the teachers were given descriptions of these elements, they were better able to assess which outside agencies could support their students.

Results indicated teachers explicitly taught self-determination skills for transition practice. Prior to the study, all of the students indicated that they agreed with their diagnosis, however, none of the students could explain their disability or define the IEP process. Many of the teachers had not translated students' formal test results into applicable levels before the training, for one of two reasons: because of outdated test results or because the teacher was unfamiliar with how to explain the levels of the

assessments in student-friendly academic language. After the training, teachers talked to the students about their levels and test scores. Students were then able to understand and explain their functional academic levels. In addition, students were able to discuss appropriate accommodations and modifications in their presentations and SOPs.

Post training teachers reported higher confidence in students' ability to explain their disability and self-advocate. Teachers indicated this skill would be especially important because low academic abilities would most likely result in remedial classes in college. The disability would get in the way of students performing adequately in the workplace at their job. At the end of the study, all of the teachers felt the activities and conversations leading-up-to and during the actual SOP meeting gave the students a forum to discuss their disability and to advocate for themselves. All the teachers plan on continuing to use the CRSOP in the future.

The study examined the practice of implementing a CRSOP to address the cultural issues marginalized CLD students with disabilities face. The results of the Initial Interview indicated teachers identified tardiness, truancy, off-task behavior, disorganization, communication skills, and low motivation for improving skills as issues that impede students' postsecondary success. After the training and student presentations the teachers added maturity, lack of perseverance, inappropriate dress, unprofessional manner, anxiety, and accountability to the list of behaviors they would like to address with the students.

To address these issues all of the teachers discussed the power of directly teaching, modeling, and monitoring code-switching skills with the students. The teachers gave evidence of explicitly teaching more formal language, academic vocabulary, word

choice, dress, and demeanor. Each of the teachers discussed how they would embed communication skills into their curriculum and interactions with students in the future.

Cultural values and needs were addressed in the CRSOP training Student PowerPoint template. The student presentation template had students identify possible emotional stressors and methods for dealing with adversity from discrimination due to their disability, race, sex, and economic issues. The teachers reported the presentation was useful in the students understanding of why they needed to complete the assessments, understanding their academic and functional levels, and addressing cultural issues. The teachers improved their level of cultural responsiveness based on the Banks and Banks (2002) Approaches to Multicultural Education.

Finally, following the CRSOP the teachers want to increase the amount of attention they give their students cultures in their pedagogy and in the students' transition. In the school, they would like to provide more books, posters, and curriculum that represent their students and their families. Also, the teachers plan to work at building trust and increasing communication with the students and their families in assisting them with life after high school. After the CRSOP meeting, all of the teachers reported they felt confident about their transition knowledge, especially concerning the SOP and working with students on attaining self-determination skills. Table 8 shows Mr. Diaz scored a 24 out of 30, Mr. Harb scored 24 on both student SOPs, and Ms. Cruz scored 23 on both student SOPs. All teachers were deemed as "Proficient" by the team scoring the rubrics. All teachers became more confident about their students' ability to understand their disability and self-advocate in addition to being prepared for postsecondary education, employment, and independent living.

Table 8

Presentation and CRSOP Rubrics Results Per Teacher

| | | Teachers | | |
	Diaz	Adams	Harb	Cruz
Student Presentation Rubric (0-18)	15 (Hector)	n/a	14 (Kevin) 14 (Abel)	15 (Jose) 14 (Angel)
SOP Rubric (6-30)	24 (Hector)	n/a	24 (Kevin) 24 (Abel)	23 (Jose) 23 (Angel)

In summary, teachers were able to change their postsecondary transition planning and assessment as demonstrated. Prior to the CRSOP training all of the teachers did not know their legal requirements and after the CRSOP training and support program, they were aware and had changed their practices. They all agreed they did not assess appropriately for transition planning for education, employment, or independent living. The teachers were uninformed on available assessments, appropriate resources, and, although they were able to identify areas where their students would struggle, such as communication skills, they were not explicitly addressing these issues with the students. After the CRSOP training and support program, all of the teacher began to implement career, education, and independent living assessments for the students to collect information on the students present levels and future goals. The teachers explicitly taught code-switching techniques and began discussion about how to succeed in the future with word choice, dress, problem solving techniques, and mannerisms. The students all

completed a presentation about their future goals and how they planned to deal with life after high school. The evidence supports that when teachers are trained and supported on CRSOP assessment and planning they increase their knowledge and performance in assessment and planning, therefore, teacher's knowledge did change as a result of the CRSOP process.

Research Question 3

What effects, if any, did the teacher knowledge changes have on their practice of the SOP process?

To analyze how the knowledge changed the teacher's practice of the SOP process key outcomes of teacher's beliefs were found using the interviews and field notes. Teachers' views on the training and support of the CRSOP process, equality versus equity debate, the SOP document, and barriers when implementing the CRSOP were described. Also, how the teachers gained knowledge after implementing the CRSOP process and culturally responsive pedagogy with marginalized CLD students with disabilities was analyzed.

The CRSOP training and support program yielded multiple effects for teachers and their marginalized CLD students with disabilities. The results indicate that there were four major outcomes of the CRSOP training and support program for teachers: 1) the training and support were paramount to implementing a successful CRSOP, 2) teachers discovered CRSOP assessment and planning for marginalized CLD students with disabilities is about equity, not just equality, 3) the 3-page SOP document was considered more concise and manageable for students, teachers, and families than the 15+ page IEP, and 4) time, student participation, and lack of professional development are barriers in

completing the CRSOP. Table 9 shows the teachers' responses in the Follow-up

Interview, demonstrating the four outcomes of the research.

All of the teachers who completed the CRSOP training and support program

demonstrated they learned and applied the skill of implementing a culturally responsive

presentation and SOP based on assessments involving students and their support teams,

student identified cultural factors, and self-determination skills. This is especially

positive because in a survey of all of the school department heads in the large district, out

of almost 100 teachers, only two other teachers in the district were providing their

students with SOPs after graduation. Also, the three teachers who completed the process

originally scored themselves as "novice" transition teachers, yet based on the *Student*

Presentation and *SOP Rubrics* three research analysts scored the three teachers as

competent-proficient.

Table 9

Summary of Key Outcomes According to Teacher Beliefs

Factor	Diaz	Teachers Adams	Harb	Cruz
Training and Support	"The training brought my awareness of transition up a notch higher. The support allowed me to know whether I was doing things right. I took in more of the information because I learned how it applied to my students." "I advocated for students and families to find programs and options that meet the needs of our kids, not just push them out with a diploma."	"The training was helpful and I learned a lot about transition through the handouts. The support after helped me know how to proceed when things came up."	"The training was clear and had concise information on the importance of legal and civil rights of a CRSOP. The support made it so I was able to help students finish even with my busy schedule." "The assessment and planning is just as important as the SOP document, they helped increase self-advocacy skills because they had more awareness of their disability and helpful accommodations. The PowerPoint was useful for culminating the assessments and it was a great relationship building project, gave the students opportunity to work with technology, and to demonstrate self-advocacy skills."	"The training was explicit and thorough. I did not have lingering questions because I could get a hold of [the trainer] to get my questions answered quickly. Also, everything was available, I didn't have to look for information or tools."

Factor	Diaz	Teachers Adams	Harb	Cruz
Equity versus Equality	"We need to individualize assessment and planning to students and family. I didn't realize I was the only person who was trying to prepare them for life after high school, outside of their families who do not know about or have access to resources they need."	"There is a difference between treating all students equally and treating them fairly. Just completing the basic ITP is not enough for our students. "	"Teachers need to apply appropriate assessment, planning, and communication when working with CLD families. Equity is about empowering the student and families and equipping them with the tools they may not know about. "	"Depending on the culture, teachers need to use different approaches and find out about the different resources available. We need to teach families about their rights…they do not have access to resources and what they need."
3-page SOP Document versus 15+ page IEP	"Condensing the 15 to 20+ page IEP to 3 essential pages is important, it is what the student, parent, and educators need to know to help our kids."	"I like the thought of the shorter, more concise document."	"Three pages is more informative, it cuts down on the jargon and unnecessary information. Plus, student understand document better and are able to self-advocate."	"The three pages are better as a self-advocacy tool, it gives them a tool they can use on their own with the important information included. Also, it gave us a chance to go over any last questions and clarify."
Barriers	"Time, student participation, and professional development are still an issue, maybe if we started transition earlier in the year it would be better."	"There is not enough time, out-of-date formal test results, and problems with technology, like saving the PowerPoint are barriers."	"Time, student participation, and professional development are problems. Student attendance affects the speed of completing the documents."	"Time, student participation, family participation affect progress. Student absences and distractions while working on the presentation and SOP are a problem."

Teachers reported most of the students in their classes were considered marginalized CLD students with disabilities, yet they had never thought about the intricacies of working with this population. Before the training, teachers reported they gave equal treatment to all families and students by completing the questions on the ITP page of the IEP and inviting students to the IEP. After the training and implementation of the CRSOP all of the teachers agreed that equity was more important than equality when working with marginalized CLD students and their families. Equity in transition included accessing resources outside of the "normal" transitional supports, such as the Chaffee grant for foster children; being aware of and sensitive to language translation issues; and asking for family input about transition, rather than just assuming all of their students would follow the Eurocentric values of college and career planning and independent living.

Teachers reported the training and support were beneficial to their learning and applying the skills necessary to complete a CRSOP. Teachers all reported the support after the training assisted with the implementation of the assessments, presentation, and SOP meeting. The information might not have been applied if they were not encouraged and supported while using the tools and resources from the training. Also, teachers believed the three-page SOP document was more informative, had less jargon, was easier to read, and was a good self-advocacy tool for students versus the 15-20+ page IEP students were usually given as they graduated from high school.

To address this question, teachers were asked about factors in effective postsecondary transition and barriers to successful postsecondary transition. The teachers all reported student involvement, three of the teachers reported parent involvement, and

two teachers reported employment opportunities as the most important factors prior to the training (professional development, time, administrator's support, interagency collaboration, and educational knowledge were also listed by at least one teacher on the questionnaire). After the training, the teachers continued to report student involvement and parent involvement as important factors in transition, however, educator's interests in transition and employment opportunities were also added to the list.

The quantitative and qualitative data gathered supported the increase in teacher knowledge about transition. As seen in the survey results, prior to the CRSOP training and support program, none of the teachers were familiar with the legal mandate or best practice in postsecondary transition. All of the teachers increased the number of transition elements they were implementing with their students. None of the teachers had actually completed an SOP prior to the training, yet after the training they scored at competent to proficient in writing a CRSOP.

The qualitative data taken from the interviews, field notes, and SOP meeting also indicated an increase in teacher knowledge concerning postsecondary transition. Table 10 shows quotes from the teachers about their knowledge gained. All of the teachers reported learning a lot from the training and wanting to continue to work with their students around postsecondary transition. The results indicate teachers have a desire to help students with transition, however, they have not been effectively trained in this subject area. Once the teacher learned about the information and best practice they implemented this information into their classroom.

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Table 10

Teacher Quotes About Postsecondary Transition Knowledge Gain After the CRSOP Training and Support Program

Factor	Diaz	Adams	Harb	Cruz
Postsecondary Knowledge	"I am more aware of what I need to do, now I understand I need to learn more about transitioning these kids." "I did not know that much about transition before, I definitely did not know the law." "I need to know even more."	"I want to do a better job transitioning students. I learned a lot about transition." "I learned [in the training] there is a lot we can do with transition."	"It seemed to alleviate a lot of the perceptions I had about what I need to do as an educator, it shed light on the importance of transition and how the assessments are just as important as the document itself."	"I realized how much time it takes, how much information there is, and how important it is to drive the transition portion of their services." "I don't want to feel like the student earned a diploma but is not ready to success in the world now." "There is so much I didn't know, that I haven't been taught in my credential program."

With the increase in teacher knowledge around the explicit teaching of self determination skills, students demonstrated greater skills such as self-awareness, self-advocacy, choice making, self-regulation, problem solving, and goal setting. Through analysis of the Student PowerPoint Presentations Rubric, SOP Rubric, the meeting transcripts, and field notes, there was qualitative and quantitative data to support the acquisition of these skills. As seen earlier in chapter four, the rubric scores supported the inclusion of all of the self-determination skills.

Additionally, the teachers reported understanding more about the importance of implementing culturally responsive practices with marginalized CLD students with disabilities. As discussed earlier, there are the equity issues around working with marginalized CLD students and families. They do not always have access or understanding of the resources and opportunities available for their youth. They trust the school to inform them on what they need to do around education. If the teachers are unknowledgeable about these resources, the students are the ones who suffer.

Table 11 shows all of the teachers brought up two major obstacles that could affect the students postsecondary outcomes in education, employment, and independent living in the future: behavior (off-task and/or truancy) and communication (inappropriate language). After the training, the teachers discussed how the code-switching activities, discussions about cultural differences, and meeting with the family allowed for the student to evaluate how these behaviors and communication techniques could affect their future. Also, the theme of employability surfaced in the data multiple times. Teachers were concerned the student's behavior "would not be okay on the job or in college. They would get fired." This idea is supported in the literature on reasons adults with disabilities

are unable to keep their jobs. The teachers discussed how working with the students on

employability skills, such as code-switching, would be a priority in the future.

In conclusion, teachers agreed there is a need for support in addition to rigorous

training on transition for students with disabilities. Also, evidence supports that the

teachers realized postsecondary transition is not a one-size-fits-all process, and when

working with marginalized CLD students, issues of equity outweigh merely completing a

document. Students, families, and outside agencies need support and information to assist

marginalized CLD students with disabilities into adulthood. Additionally, teachers found

the 3-page document with the essential information is much more concise than the over

15-page IEP they usually provided to students and families with upon graduation.

Barriers in transition, predominately time and participation, continue to be a battle for

educators working with this sensitive population. Teacher's views on postsecondary

knowledge and culturally responsive practices highlighted the issues of wanting to

continue improving their practice around transition and working with marginalized CLD

students, but realizing there are many unseen struggles to do this. Table 11 highlights the

concerns of the teachers involved in this study.

Table 11

Responses About the Importance of Implementing a CRSOP When Working with Marginalized CLD Students with Disabilities

Factor	Diaz	Teachers Adams	Harb	Cruz
Importance of implementing culturally responsive practices with marginalized CLD students with disabilities.	"I take an individual interest in each one, just talking to them and connecting to them as people." "The kids have to learn how to express themselves." "I think he is stressed much of the time. He doesn't know when to be silly and when to get down to business. He becomes nervous." "We need to advocate for the students and families."	"I am giving them a chance to bring out their own skills. There is a lot I can do to improve what I do for the kids. I definitely have an interest in doing this." "The [students] need to know how to speak up for themselves, especially if they have to say their needs." "It's necessary to teach social skills, organization, and communication, how to break up assignments to how to look and act professionally."	"I will give them practice on presenting about their personal culture, not just their neighborhood, but who they are…help them realize culture is more than their race, class, and gender. I will help them learn what defines them as individuals." "I have to explicitly teach code-switching, it is the crux of the success for many of our kids, it goes hand in hand with behavior and how they present themselves." "Their behaviors manifest from anxiety about life, post traumatic stress disorder for the students growing up in violence. Empowering the students is so important, help them believe they can take control over their futures."	"I will work on helping them become more culturally sensitive as well. The [Latino students] often pick on the African American and White students because there are so few of them. If I know more about their family I can help them plan for their future better." "I have to work hard at pulling information from the students, that will be a problem later if they cannot speak up for themselves in the right way. I try to teach them to have a give and take conversation, using appropriate language." "They struggle with using negative non-academic language, tardiness, and defiance towards authority. I realized they need help with learning how to present themselves professionally."

Research Question 4

What effects did changes in the teachers' practice have on the students and their families?

After multiple analyses of the data, the overarching themes that emerged are an increase in teacher knowledge, students demonstration of self-determination skills, families had a better relationship with the school, and the teachers were able to realize the importance of implementing culturally responsive practices with marginalized CLD students with disabilities.

In addition to the quantitative data, the interviews yielded information supporting this theme. Table 12 shows what the teachers were noticing about students learning these skills. The teachers were surprised by the lack of understanding that the students had about their disabilities. The student presentation gave both the student and the teacher the opportunity to define the disability and how it manifests throughout the student's day. Students in turn became more aware of what skills they needed to succeed. Although the students had reported postsecondary goals around education, employment, and independent living, most of the teachers knew they were unrealistic expectations. The assessments and student presentation allowed the students to come up with a clearer, more appropriate plan, one based on their individual skills and interests.

Table 12

Teacher's Quotes About Students Applying Self-Determination Skills

Factor	Diaz	Teachers Adams	Harb	Cruz
Students demonstration of self-determination skills	"It is so important for the kids to learn how to talk about their disability, ideas, and plans to others. [He] learned to self-advocate and set up goals." "He quickly gives up if he doesn't understand, that is why his finishing this was important, [the student presentation] showed more self-management skills." "I feel like he is more prepared now."	"It was good for the students being able to verbalize his plans for after school, it was good for him to explain what he knew about himself and to tell others about what he plans to do." "He became more aware of his disability and what he can do."	"The students were given the opportunity to work with technology and share/present themselves to an audience which is vital for job interviews." "They were able to address the components of their disability." "Their success depends on being self-determined, this training allowed me to work with the students in discussing and demonstrating these skills."	"They can self-advocate their needs because they are more aware of their disability." "This project helped them with self-management and accountability." "The students did not understand what their disability was before this, and they were both over 18. After they finished their presentation, they were noticing when their disability got in the way of their learning. I would like to do this earlier, before they are seniors."

Another major theme that emerged from the data was the improvement in student and family relationships with the school. Many parents of high school students with special needs are exhausted from attending meetings at the school. Some, especially marginalized CLD families, report feeling unsupported, unknowledgeable, and dismissed in the educational process. By including the family questionnaire (*BERS-II*) and having the parent attend the SOP transition meeting, the families reported feeling more involved in their child's transition. They were proud of their student and the plan he created around transition. Table 13 shows quotes concerning this circumstance. Parents were positive about seeing the culmination of the students' high school year. They were pleased to know their child has a plan for their future. Also, the teachers felt like they needed to learn more to support the students and their families.

Overall, teachers new perspective about CRSOP process and transition changed the relationship they had with both the students and the families. Teachers began to explicitly work with students on self-determination skills, which they tend to lack. This explicit teaching allowed the students to gain more confidence and a clearer plan about their future. Also, by learning more about the families and including them in the transition process, the teachers began to realize how much the families want to be part of this process but are not always knowledgeable about participating. In the SOP meeting, the families and teachers were able to share in the pride of the student presenting their preparation for their future.

Table 13

Responses Supporting the Increase in Family Relationships with the School

Factor	Diaz	Teachers Adams	Harb	Cruz
Families relationship with the school	"When the students get support they feel more confident to continue." "Because of his disability he will probably depend on his family. He will be limited in what he can do, but his mother seemed pleased that he had a plan." "Did you hear [the parent] say, she felt like she had a voice?"	"The more I know the better, parents often sign things they don't understand, that I don't know enough about."	"This was a great relationship building project." "[The student] was glad to have his family member fill out the form, it made her feel like a part of his life."	"I would like to have more time with my students' families I want to open the line of communication early because I know I can get a bigger picture of my students if I can see the family dynamic, how they relate to their parents, and what their role in the family is." "The families trust us to tell them about resources and what they need." "Both of the parents cried at the end of the presentation, they were surprised and proud of their children."

Summary

Overall, results indicated teachers increased their knowledge and practice by participating in the CRSOP teacher training and support program. They were able to fulfill the legal mandate, the SOP, improve their best practice by explicitly teaching self-determination skills, and learn and apply the elements in implementing a CRSOP with marginalized CLD students with disabilities. Their practice improved as indicated by the increase in postsecondary transition elements, involvement of students, families, and outside agencies, use of self-determination skills, and addressing the culturally responsive needs and issues of their students through assessment and the student presentation.

Finally, teachers reported the benefits and challenges of the training and support program. The SOP document provides a more manageable and clear representation of their students' strengths and needs than the IEP. Although time, resources, and active participation will always be issues in education, the teachers were equipped with free materials, best practice (in transition and cultural responsiveness), and guidance in completing transition for the sensitive population of marginalized CLD students with special needs. The teachers who participated report a better understanding that working with these students is not just about equality of services and supports rather it is also about equity in meeting the needs of the individual who is entering an adult world with additional obstacles to overcome.

CHAPTER FIVE

SUMMARY, LIMITATIONS, DISCUSSION, AND IMPLICATIONS

Students with disabilities struggle with their transition from high school to adult life as seen by their negative postsecondary outcomes in education, employment, and independent living (Goff, Martin, & Thomas, 2007; Harry, 1992; Gil-Kashiwabara, Hogansen, Geenen, Powers, & Powers, 2007; Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Leake & Boone, 2007; National Longitudinal Transition Study 2, 2006; Trainor, 2007). Marginalized students from culturally and linguistically diverse backgrounds (CLD) with disabilities have even greater obstacles to overcome compared to their White non-disables peers such as language issues, racism, poverty, and lack of necessary skills and resources (Artilles, 2003; Kim & Morningstar, 2007; Thoma, Pannozzo, Fritton, & Bartholomew, 2008; Wandry, Webb, Williams, Bassett, Asselin, & Hutchinson, 2008). Research indicates teaching self-determination skills and utilizing culturally responsive practices during postsecondary transition planning increases positive outcomes (Agran & Hughes, 2008; Agran, Wehmeyer, Cavin, & Palmer, 2008; Leake & Boone, 2007; Pierson, Carter, Lane & Glaeser, 2008; Williams-Diehm, Palmer, Lee, & Schroer, 2010). Working with students and families in culturally responsive practices such as individualized planning based on the students strengths and needs that is sensitive to the families' preferences, has benefited the relationship students and families have with the school (Benitez, Morningstar, & Frey, 2009; Chambers, Rabren, & Dunn, 2009; Kim & Morningstar, 2007; Landmark, Zhang, & Montoya, 2007; Noonan, Morningstar, & Erickson, 2008; Povenmire-Kirk, Lindstrom, & Bullis, 2010; Powers,

Geenen, & Powers, 2009; Wandry, Webb, Williams, Bassett, Asselin, & Hutchinson, 2008).

Examples of negative educational outcomes for marginalized CLD students with disabilities are seen in their higher dropout rates, lower graduation rates, lower college or vocational training program enrollment, and high percentages of those who enroll in postsecondary education do not complete the program (Department of Labor, 2008; Getzel & Briel, 2006; National Longitudinal Transition Study 2, 2006; National Center for Educational Statistics, 2008; Roessler & Rumrill, 1998; Sharpe & Johnson, 2001; United States Census Bureau, 2000; Vreeburg Izzo, Herzfeld, Simmons-Reed, & Aaron, 2001; Wagner, Newman, Cameto, Levine, & Garza, 2006). Moreover, the lack of postsecondary education and 21st century skills leads to negative employment experiences such as low paying jobs, job loss, and long-term unemployment (National Organization on Disability, 2004; Department of Labor, 2008; NLTS2, 2006). This coupled with few of them living on their own, not having checking accounts or drivers licenses, and increased criminal activity; highlights the need for marginalized CLD students with disabilities to receive more assistance with postsecondary transition (NLTS2, 2006; Wagner, Newman, Cameto, Levine, & Garza, 2005).

The need for more postsecondary transition assistance has been addressed federally with the Individuals with Disabilities Education Act (2004) mandate to regulate transition services using the Summary of Performance (SOP) document. The SOP is a summary of academic and functional performance levels, postsecondary goals, and examples of how the student can address and advocate for themselves and their disability after high school. Unfortunately, few states and districts have implemented this mandate

and postsecondary transition planning is rarely effectively implemented (NLTS2, 2003, 2005, 2006; Sopka, 2008; United States Department of Education, 2007). Reasons reported for this lack of implementation is a lack of teacher training on transition in credentialing programs and/or in districts (especially the SOP mandate), no resources, insufficient time, and low levels of student and family involvement (Getzel & Briel, 2006; IDEA, 1997, 2004; NCLB, 2001; NLTS2, 2005; National Organization on Disability, 2004; Roessler & Rumrill, 1998; Sharpe & Johnson, 2001; Sopka, 2008; Vreeburg Izzo, Herzfeld, Simmons-Reed, & Aaron, 2001).

In addition to not being trained on postsecondary legally mandated documents, best practice in transition calls for explicitly teaching self-determination skills to students, and teachers have not been trained to integrate those skills into their practice, specifically with the SOP (Agran & Hughes, 2008; Landmark, Zhang, & Montoya, 2007; Leake & Boone, 2007; Powers, Geenen, & Powers, 2009; Trainor, 2007; Williams-Diehm, Plamer, Lee, & Schroer, 2010). Finally, when working with marginalized CLD students with disabilities and their families, integrating culturally responsive methods of communication, family input, and student transition exploration options can lead to more effective transition and postsecondary support for these students (Benitez, Morningstar, & Frey, 2009; Kim & Morninstar, 2007; Morningstar & Liss, 2008; Wandry, Webb, Williams, Bassett, Asselin, & Hutchinson, 2008).

Because of the lack of training and support for teachers in how to implement the SOP in their classroom, especially with marginalized CLD students with disabilities, the current teacher training and support program on implementing CRSOPs was created. The training was based on two perspectives in education: the framework of cultural

responsiveness (Banks, 1995, 1999, 2002; Gay, 2000; Ladson-Billings, 1990; Villegas and Lucas, 2002) and the theory of self-determination (Deci & Ryan, 1985; Wehmeyer, Bersani, & Gagne, 2000). For example, the training and support were created to expose teachers to the legal mandates they are to follow, provide research-based tools and resources to assess the students and to complete the SOP documentation, and work with students and their myriad of types of families and obstacles. Because of the diversity in housing situations, postsecondary goals, and current academic and emotional challenges marginalized CLD students with the support piece of the training was imperative.

The problems in postsecondary transition for marginalized CLD students with disabilities, along with the theoretical perspectives of best practice, cultural responsiveness and self-determination theory, led me to the following three research questions:

1. How did the teachers implement the CRSOP process?

2. What kinds of teacher knowledge changes, if any, occurred as a result of the CRSOP process?

3. What effects, if any, did the teacher knowledge changes have on their practice of the SOP process?

4. What effects did changes in the teachers' practice have on the students and their families?

Summary of Findings

After the CRSOP teacher training and support program was implemented, teachers changed their views on transition knowledge and practice while learning more about meeting the needs of marginalized CLD students and families as their students

completed assessments, presentations, and SOPs. The teachers reported they thought they

knew what they were supposed to be doing as far as transition with their students, yet

they were not familiar with the legal requirements prior to the training. Although some of

the teachers identified implementing self-determination skills instinctively, the teachers

had not been trained or provided with more explicit resources for teaching these skills.

The CRSOP training and support program educated teachers on the legal mandate to

complete the SOP, self-determination skills (best practice in transition), and culturally

responsive practices (best practice when working with marginalized CLD students).

Teachers effectively used this information to complete a CRSOP with marginalized CLD

students with disabilities, using the assessments, activities, and Student Presentation

template.

Teachers improved their practice through increasing the postsecondary transition

elements they implemented with their students. Also increasing was the teachers'

involvement of students, families, and outside agencies in transition assessment and

planning. Although not all of the students had families attend the meeting, the teachers

reached out to the families for input, a practice not always done prior to the study.

Teachers used the assessment data (formal and informal) to work with students on

attaining self-determination skills, and which the students highlighted in their

presentations. The Student Presentations allowed the students to use the data from their

assessments in a practical way. Also, teachers were able to explicitly teach self-

determination skills to students such as self-awareness, self-advocacy, self-regulation,

goal-setting and attainment, choice making, and problem solving. After attending the

SOP meeting with the Student Presentation, the families were "surprised" the students had prepared so much for their life after high school.

Another aspect teachers incorporated was addressing culturally responsive issues. Using the Student Presentation PowerPoint template, teachers and students discussed issues that affect marginalized CLD students with disabilities: i.e. discrimination or harassment because of their race, disability, socioeconomic level, or gender. Students had to explain how they planned to overcome adversities, which for marginalized CLD students with disabilities are realistic circumstances that could derail their progress. The students spoke clearly about staying connected to their community. The teachers reported they saw the value in teaching code-switching skills, and began to implement explicit instruction for the students. Also, the teachers began to involve the students, families, and outside agencies in the transition process in a more precise manner using input from the families and inviting them to attend meetings. Overall, three of the five teachers were able to combine self-determination skills with culturally responsive practices to create a Student Presentation that reflected a holistic approach to planning for postsecondary success.

Furthermore, evidence of benefits and barriers of the CRSOP training and support program were found. All of the teachers reported positive effects of implementing the CRSOP for the student, families, and themselves. The students had a clear plan for their future, the parents felt included in the process, and the teachers learned about resources and best practice methods for completing transition with their students. Also, they said the CRSOP training and support made the implementation easier because someone was there to answer questions and guide them to the correct resources, rather than the

traditional training method of hearing information and having to apply it to their students on their own. However, time and participation from students and families continued to be a barrier throughout the implementation. The teachers reported beginning the transition process sooner would address this issue. The students seemed to understand the point of the assessments once they began working on the Student Presentation and were able to apply the information.

Finally, an important realization the teachers reported was gaining an understanding that equity is more important than equality when it comes to meeting marginalized CLD students' needs. Equity is fairness in the legal sense, whereas equality is the state of everyone being treated equally and getting the same thing. Teachers reported marginalized CLD students with disabilities and their families need different resources and supports than their White middle class peers. Providing the same type of transition to all students is not "fair" to students and families from marginalized CLD backgrounds. With unknown resources available, lack of knowledge of postsecondary transition regulations and rights, language issues, and the need to overcome negative home-school relationships, educators working with marginalized CLD students and families have additional factors to address in transition.

Limitations

The current case studies of teachers of marginalized CLD students with disabilities were proposed to describe the real-life context in which the CRSOP training and support program occurred (Yin, 1994). Limitations to the findings from the implementation of the CRSOP teacher training and support program include a lack of generalization due to the small sample size. Although there was a lot of interest by the

teachers in learning about culturally responsive postsecondary transition, there were few teachers who were willing to spend "additional" time to participate in the study. Also, the researcher was working alone, therefore, had limited ability to collect data and meet the needs of a larger sample. Another factor in the small sample size was lack of student interest in completing the transition assessment and planning. The district was not requiring teachers to implement the CRSOP assessment and planning activities or the SOP meeting. Therefore, it was difficult to get the student and educator to agree to finishing the assessments, planning, and meeting by the end of the school year.

The researcher attempted to address the small sample size and increase confidence in the results by using data source triangulation (Denzin, 1984). The mixed methods approach to data collections using surveys and interviews allowed the researcher to find similarities in the results from multiple sources. Also, the inter-rater reliability when scoring the rubrics allowed for investigator triangulation.

There may also be limitations to the findings as well due to the role of the researcher changing throughout the study. The researcher acted as an observer (gathering pretest survey and interview data), then as an active member (presenter at training and support person after training), then back to observer (video taping and assessing the Student Presentations and SOP meetings). One way to address this issue was to have two additional educators score the rubrics for the Student Presentations and SOP meetings.

A third limitation was the lack of data. Two teachers did not complete the Student Presentation or the SOP meeting. Also, one teacher did not finish the Postsurvey or Follow-up Interview due to emotional stress (one of her students was murdered the day before the interview). Although each teacher had understandable reasons for the lack of

participation (common in urban special education), the findings were still affected by the loss of data. Internal validity was low due to the small sample size, non-random assignment of educators and students, and the lack of representative populations such as female students.

There may have been limitations to the instruments and other resources used in the CRSOP training and support study. For example, the researcher tested the instruments through professional review and adapted them as needed to increase their validity. Unfortunately, some of the instruments, documents, and SOP meeting translations could have been inappropriate or culturally confusing for the families. The researcher attempted to increase the quality of the evidence collected for each case study (Yin, 1994). Pre and Postsurveys recorded stable data at the beginning and end of the study. Another weakness of the surveys may have been in the author bias of the questions. As we saw in the Postsurvey and Follow-up Interview, many of the teachers had believed they knew more about transition knowledge and practice prior to the training and implementation of a CRSOP. Also, the interviews and video-taped Student Presentation and SOP meeting, although targeted to focus on the case study topic and intended to describe the participants reality, were time-consuming, selective, and the researcher's presence may have changed the participants' answers.

Furthermore, due to an unforeseen medical issue the researcher was unable to visit the schools for two weeks of the study, but she was available by phone and email. The loss of face time may have affected the focus and attention the students received around their transition planning for that time.

The external validity was low since the sample was from only two of the schools in the district. This was addressed by implementing the study at one comprehensive and one alternative school. However, with the low number of participants there is still an issue. The professional review of the measurement tools and Student Presentation was meant to increase the validity. Finally, because students formal testing (*WJ-III*) was given so long ago, scores and information from the testing could be invalid, therefore, may have negatively influenced the present academic and functional levels of performance written into their final SOP.

Discussion of Findings

The current study supports best practice of self-determination theory and cultural responsive pedagogy (Banks & Banks, 2002; Field, Martin, Miller, Ward, & Wehmeyer, 1998; Gay, 2000). By learning and applying self-determination skills and cultural responsive practices in the CRSOP, the teachers were able to assess and plan the postsecondary transition needs of the marginalized CLD students with disabilities and connect with the students and families in a more thorough manner than traditionally completed in the district.

The literature has demonstrated there is a need for training special educators that includes legal requirements of transition, specifically the SOP, and best practice, teaching self-determination skills (Benitez, Morningstar, & Frey, 2009; Kim & Morningstar, 2007; Morningstar & Liss, 2008; Wandry, Webb, Williams, Bassett, Asselin, & Hutchinson, 2008). The CRSOP training and support program provided both of these necessary entities for the teachers in the current district.

Wandry, Webb, Williams, Bassett, Asselin, and Hutchinson (2008) found teachers were not confident about their knowledge or skills in assessment, were unclear of what they were accountable for, and did not utilize student-focused planning and assessment. This is congruent with the results Benitez, Morningstar, and Frey (2009) reported concerns about the lack of teacher trainings on knowledge and skills for completing the SOP (federal mandate). The current researcher used the recommendations of the literature to create the CRSOP teacher training and support program that included explicitly informing teachers about the law, assessment, and appropriate planning structures based on the students strengths, preferences, interests, and needs.

The CRSOP assessed students, families, and teachers using the comprehensive methods recommended as best practice in the literature (Kochhar-Bryant, 2007; Kochhar-Bryant & Izzo, 2006; Leconte, 2006; Shaw, 2006; Sitlington & Clark, 2007). And although Leconte (2006) mentioned all persons on the transition team working with the student should be involved in the transition assessment and planning, little to no research has been done with marginalized CLD students with disabilities until this study. The CRSOP training and support program was designed to provide teachers with effective, useful, and relevant assessment to use with marginalized CLD students and their families. The CRSOP training and support program gave teachers access to use careerlocker.com assessments and activities about career goals, skills, and values, along with creating the employment documents (resume and cover letter). Teachers, students, and families were also asked to complete the *BERS-II* to gather input from the support people about the student's strengths and needs. Also, the results from formal testing in the past addressed students' academic levels. Using these formal and informal assessments in the writing of

the SOP provided students with their functional and academic levels required in the SOP

mandate, but also assisted the students in becoming self-aware enough to advocate for

themselves around their needs. Issues with assessment reported in the past research were

also found in the current study, such as time, student participation, and out-of-date test

results. Yet, the teachers and students were able to connect the transition assessments to

the Student Presentation, which allowed them to use the assessments in a meaningful

way.

The CRSOP training and support program used the nationally ratified SOP

template (Dukes, Shaw, & Madaus, 2007; Madaus, Bigaj, Chafouleas, & Simonsen,

2006). The research supports the use of this document to address the self-determination

skills such as self-awareness, self-advocacy, and goal-setting and attainment (Field &

Hoffman, 2007). Also, the SOP reduces the amount of jargon in the document and

teaches students the meaning behind the words (Duke, Shaw, Madaus, 2007; Kochhar-

Bryant & Izzo, 2006). Furthermore, the CRSOP assists students in completing a self-

directed SOP (Duke, Shaw, Madaus, 2007; Kochhar-Bryant & Izzo, 2006; Leconte, 2006;

Madaus, Bigaj, Chafouleas, & Simonsen, 2006; Martin, Van Dycke, D'Ottavio, &

Nickerson, 2007; Shaw, 2006). In the CRSOP training and support program, the teachers

reported the user-friendly 3-page SOP allowed their students to learn a vocabulary around

self-awareness of their disability, helpful accommodations/modifications, and

postsecondary goals, that the teachers had not seen with students before. Also, they

believed outside agencies, such as the local community college, would understand the

document because there was less jargon in the SOP (Sitlington & Clark, 2007).

Much of the past research on the SOP focused on theoretical recommendations for use and lack of state and districts implementation (Benitez, Morningstar, & Frey, 2009; Izzo & Kochhar-Bryant, 2006; Kochhar-Bryant, 2007; Sopka, 2008). The CRSOP training and support program followed five teachers and seven students during the implementation, which adds to the research practical use of the SOP document and gives support of best practice when completing the SOP.

Best practice in transition, teaching self-determination skills, is another factor in the current study. Thoma, Pannozzo, Fritton, and Bartholomew (2008) asked preservice teachers about their understanding of self-determination and found many teachers had misconceptions and misinterpretations of what self-determination is and how to implement it in curriculum with students. This study provided multiple activities and projects such as the code-switching activity and Student Presentation template to address this issue. The rubric used to score the students projects give evidence to the teachers learning and applying self-determination skills in their practice.

Povenmire-Kirk, Lindstrom, and Bullis (2010) presented barriers Latino students and their families experience based on focus groups. This information is addressed in the study because the teachers all have Latino students in their caseload. Goff, Martin, and Thomas (2006) examined the transition experienced for African American students who were considered "at-risk" and found they often encounter issues they called, "the burden of acting White." The teachers in the current study mention encountering and beginning a dialogue with the students about reaching their goals and obstacles they would encounter. What the teachers reported they heard from their students supported the additional stressors Goff, Martin, and Thomas (2006) addressed in their study. Additionally,

researchers have laid the foundation for addressing culture and transition using person-centered planning, providing a teacher training program about cultural issues, and how to implement self-determination skills (Kim & Morningstar, 2007; Leake & Boone, 2007; Trainor, 2007). The current study was able to use the findings in their research to educate teachers working with marginalized CLD students and families.

Time, resources, participation (student, family, outside agencies, etc) continue to be barriers to completing postsecondary assessment, planning, and implementation, and the current study is not an exception (Getzel & Wittig, 2008; Kochhar & Izzo, 2006; Morningstar & Liss, 2008; Sopka, 2008). Educators still need to continue to work at integrating the information around issues of transition in teacher preparation programs, district trainings, and to continue professional development as the law is reauthorized and new evidence-based practices emerge. Marginalized CLD students with disabilities and their families struggle with many obstacles in life. Educators who meet them where they are and offer services and resources as needed, benefit the lives of these at-risk youth by preparing them for life after high school.

Conclusion

Overall, a focus should be made on teacher training and support in credentialing programs and by districts so teachers have current knowledge of the legal mandates. Districts should provide professional development to teachers to review best practice of transition (self-determination) and methods for being culturally responsive when working with students with disabilities, especially marginalized CLD students. Additionally, the current study seems to indicate additional support is a helpful addition to training,

allowing teachers to learn the new skills as they work with the diverse needs of the students.

The research indicates marginalized CLD students and their families have often had negative interactions with the school system, therefore, trust and working relationships need to be established or re-established. If an educator, unknowingly, offends a student or their family, there could be unnecessary and negative consequences. By asking for family input, using the information in the planning, and having families participating in the final transition meeting, the CRSOP process allowed the families to feel like respected members of the transition team. Family members were proud of what their youth had accomplished and the preparation they put into their presentations and SOPs. Families who participated in the CRSOP reported pride and increased involvement in their students' transition practice. Some families reported this was the first time they were asked about what they wanted for their child's future.

Finally, the teachers in the current study realized meeting the needs of marginalized CLD students is not about equality, there is not one size fits all in the transition process, nor is the common practice of "just filling in the required boxes" an useful practice. Rather, transition resources and processes are an issue of empowering teachers to meet the equity issues of their students. Equity is an issue when someone is excluded or lacks the knowledge, income, equipment, or training necessary to participate fully. Educators can help marginalized CLD families overcome obstacles and access resources in order to ensure fairness. Equity is often found in legal discourse and because appropriate transition is a civil rights issue, our students having equitable opportunities is paramount to fulfilling our responsibility as special education teachers.

Implications

Implications of this research exist for districts, educators, families, and marginalized CLD students with disabilities. Districts could benefit from training and supporting their teachers in implementing a CRSOP. Educators need to be exposed to their legal responsibilities and best practice in transition in order to work well with marginalized CLD students and their families. Evidence indicates the teachers in this study were interested in improving their practice, therefore, district provided professional development opportunities that educate teachers, outside agencies, families, and students how to work together are a viable need.

The researcher realizes the topic of addressing marginalized CLD students with disabilities is a rarely spoken about as a civil rights issue. The current study was an attempt to begin the discussion of diversity and human rights when speaking about transition for marginalized CLD students with disabilities. Further research is needed to explore the experience of marginalized CLD student, their families, and outside agencies working with them. Also, this study only took students through the assessment and SOP process. An examination of the long-term effects of a culturally responsive SOP is needed to fully understand the importance of the document. Teachers reported being in need of addressing student engagement, teacher understanding of the components of ADA, and effective training on working with mental health or emotional adversities. Further studies are needed to encourage that equity is met for marginalized CLD students with disabilities.

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APPENDIXES

Appendix A

Teacher Survey

Please answer all questions to the best of your ability. Thank you very much for your time and efforts. The following are terms you may not be familiar with:

Postsecondary transition*: the plan after high school graduation in the areas of employment, education, and independent living.*

Summary of Performance: *Also known as the Performance Summary (Goalview.com)*

Culturally Responsive: *responding to the specific needs of a student or family from a different cultural or linguistically background.*

Name: _____ **Years Teaching:** _____

School: _____ **Sex:** *(circle one)   Male   Female*

First Language: _____ **Other Language(s):** _____

Type of Special Education Teacher*: (circle one)   Special Day Class   Resource*

Ethnicity: *(circle one)*

- *White*
- *African American*
- *Asian*
- *Latino/Hispanic*
- *Filipino*
- *Other:* _____

- *Pacific Islander*
- *Native American*
- *Middle Eastern*
- *Multiracial*

Level of Education: (circle all that apply)

- *Intern Credential*
- *Full Credential*

- *Masters*
- *Doctorate*
- *National Board*

- *Other:* _____

Disabilities in Classroom: *(circle all that apply)*

- *Specific Learning Disability*
- *Other Health Impairment*

- *Emotional Disturbance*
- *Speech/ Language Impairment*

- *Intellectual Disability*
- *Autism*

- *Other:* _____

How many of your students have languages other than English spoken at home?

None   A Few   Some   Many   All

Transition Knowledge- The following questions are to assess your current knowledge of transition requirements, trainings, and resources.

Do you know your legal responsibilities in transitioning your graduating seniors into life after high school?

Yes   No

Have you receive training on postsecondary transition by the district in the last four years?

Yes   No   If yes, please describe the content: _____

Have you been trained on how to complete a Summary of Performance? *Yes   No*

How well do you perceive your credential program prepared you for completing the postsecondary requirements, such as the Summary of Performance, for your students in special education?

No Instruction   Some Instruction   Adequate Instruction   Great Deal of Instruction

How well do you perceive your district prepared you for completing the postsecondary requirements, such as the Summary of Performance, for your students in special education?

No Instruction   Some Instruction   Adequate Instruction   Great Deal of Instruction

What is your perceived competency in completing the Summary of Performance?

Beginner   Explorer   Novice   Integrator   Master

Transition Implementation- The following questions are to assess your current transition practices for your graduating seniors.

How confident are you that your students can explain their disability as stated in their Individual Education Program (IEP)?

Very Confident   Confident   Somewhat Confident   Not at all Confident

How confident are you that the students leaving your caseload are prepared for postsecondary education?

Very Confident   Confident   Somewhat Confident   Not at all Confident

How confident are you that the students leaving your caseload are prepared for postsecondary employment?

Very Confident   Confident   Somewhat Confident   Not at all Confident

How confident are you that the students leaving your caseload are prepared for postsecondary independent living?

Very Confident   Confident   Somewhat Confident   Not at all Confident

How often do you involve students in transition through planning and assessment?

Always   Often   Sometimes   Rarely

How often do you involve families in transition through planning and assessment?

Always   Often   Sometimes   Rarely

How often do you involve outside agencies (interagency collaboration) in transition through planning and assessment?

Always   Often   Sometimes   Rarely

I feel my students with disabilities understand their disability.

Strongly Disagree   Disagree   Agree   Strongly Agree   Do Not Know

I feel comfortable working with them in understanding their disability.

Strongly Disagree   Disagree   Agree   Strongly Agree   Do Not Know

I feel my students are involved in their transition planning and assessment.

Strongly Disagree   Disagree   Agree   Strongly Agree   Do Not Know

I feel I am qualified to teach self-determination skills to my students.

Strongly Disagree   Disagree   Agree   Strongly Agree   Do Not Know

I feel like I have given "lip service" to transition planning in the past.

Strongly Disagree   Disagree   Agree   Strongly Agree   Do Not Know

Do you use formal assessments in your transition planning? (WJ-III, Behavioral-Emotional Rating Scale, psychological testing)

Yes   No   Please list: _____

Do you use informal assessments in your transition planning? (computer generated transition tests on careerlocker.com, teacher-made assessments)

Yes   No   Please list: _____

Circle any of the following agencies you have collaborated with this school year:

- Jewish Vocational Services (JVS)
- Bridges from School to Work
- Department of Rehabilitation
- Golden Gate Regional Center
- San Francisco Mental Health
- Other: _____

Do you know the eligibility criteria for each of these agencies?

Yes   No

Do these agencies attend meetings (IEP or other school site meetings)?

Always   Often   Sometimes   Rarely

Did you complete all of the sections of the Summary of Performance with your students graduating with a diploma last year (including the open-ended questions at the end)?

Yes   No

Factors in effective postsecondary transition*: (circle the **three** most important)*

- *parent involvement*
- *student involvement*
- *high expectations*
- *educators knowledge*
- *educators Interest in Transition*
- *available transition curricula*
- *adequate staff*

- *professional development*
- *administrative support*
- *employment opportunities*
- *structure*
- *business partnerships money*
- *interagency collaboration*
- *time*

Other: _____

Barriers to effective postsecondary transition practices*: (circle the **three** most*

important)

- *time*
- *resources*
- *personal knowledge*
- *student participation*
- *family participation*
- *school support*
- *district support*
- *business partnership*
- *curricula*

- *community-based organization*

  support
- *interagency partnerships*
- *educator transition training*
- *support staff*
- *lack of focused attention*
- *lack of businesses*
- *lack of professional development*
- *lack of interest (staff)*

Other:_____

Please circle all of the following transition elements your students complete:

- Professional email address

- Appropriate references

- Resume

- Cover letter

- Voter registration

- Bank account

- Access to Health Care options

- Job interview techniques

- Civil Rights information (ADA and Family Medical Leave Act)

- SCANS

- Social Security Information

- Self-advocacy seminar

- Assessments and how to make realistic matches to career fields

- Academic programs to support their postsecondary plan

- Self-determination

- Networking skills

- Involve parents/families/support systems

- Involve employers

- Involve service providers

- Functional technology knowledge

- career interest assessments

- tours of colleges

- job shadowing programs

- interview and resume practice

- speakers on business

- career exploration courses

- college fairs

- tours of local businesses

- career or job counseling

- written career plans

- career aptitude assessments

- apprenticeship program

- paid or unpaid internship

- job fairs/career day

- tech-prep program

- career/job resource center

- job placement services

- mentorship program with employers

Culturally Responsive Summary of Performance- The following questions are to address your ability, access, and support around completing a culturally responsive SOP.

Do you assess students differently depending on their cultural background?

Yes   No

If yes, explain: _____

Do you teach your student's families about transition?   *Yes   No*

Do you work with your students' families in assessing and planning transition?

Yes   No

How often do you involve families/support persons in student transition planning?

Always   Often   Sometimes   Rarely

How often are you able to have a translator present when working with families who speak languages other than English at transition planning meetings?

Always   Often   Sometimes   Rarely

How often are you able to have translated documents when working with families who speak languages other than English at transition planning meetings?

Always   Often   Sometimes   Rarely

I feel I am knowledgeable about working with families from culturally and linguistically diverse backgrounds.

Strongly Disagree   Disagree   Agree   Strongly Agree   Do Not Know

How confident do you feel in your abilities to complete a culturally responsive Summary of Performance?

Very Confident   Confident   Somewhat Confident   Not at all Confident

Appendix B

Teacher Interview Protocol

Initial Interview

Personal Dimension:

- Personal History: describe your upbringing, educational experience, and career experience.

- Describe your value system concerning education, employment, and independent living.

- Why did you become a special educator working in an urban school?

- Student History: describe your student's upbringing, educational values, and employment values.

Instructional Dimension:

- Describe how the physical environment in your classroom represents diverse groups?

- How do you learn about the cultures of the students in your classroom? How do you use that knowledge to guide your practice?

- How do you think your students' behaviors could affect their postsecondary success? How do you address this issue in your classroom?

- How do you think your students' communication style affect how successful they will be in the future (job, school, and independent living)? How do you address this issue in your classroom?

- How do you think your students' disability could affect their postsecondary success? How do you address this issue in your classroom?

Follow-up Interview

- Review the answers from the initial interview, have your views changed? If so, how?

- What are your perceptions of the Culturally Responsive Summary of Performance training?

- What are your perceptions of the Culturally Responsive Summary of Performance process? (resources, additional support, working with students and family, and completing documents online, culturally responsive presentation, SOP)

- What are your perceptions of the Summary of Performance document?

- Has your perceptions changed in how you view yourself as a special educator working with CLD seniors with disabilities in transition practices?

Appendix C

Student Survey

Culturally Responsive Postsecondary Transition Survey- Student Pretest/Posttest

Thank you very much for your time and efforts. Please answer all questions to the best of your ability. You will be asked to complete this survey before and after the Summary of Performance (a transition requirement document) has been completed by the your student and their transition team.

Postsecondary Transition *is defined as the plan after high school graduation in the areas of employment, education, and independent living.*

Name: _____ **Age:** _____

School: _____ **Teacher:** _____

Sex: *(circle one)*   Male   Female

Type of Special Education Services*: (circle one)   Special Day Class   Resource*

Ethnicity: (circle one)

- *White*
- *African American*
- *Asian*
- *Latino/Hispanic*
- *Filipino*
- *Other: _____*

- *Pacific Islander*
- *Native American*
- *Middle Eastern*
- *Multiracial*

Disability*: (circle one)*

- *Specific Learning Disability*

- *Emotional Disturbance*

- *Intellectual Disability*

- *Other Health Impairment*

•*Other:* _____

Home Language: _____ **Other Language(s):** _____

Mother Level of Education:

No High School   Some High School   High School Diploma   Some College

College Graduate   Unknown   Other: _____

Father Level of Education:

No High School   Some High School   High School Diploma   Some College

College Graduate   Unknown   Other: _____

Do you qualify for free or reduced lunch?   *Yes   No   Not Sure*

Have you had a problem with absences or truancy?

Always   Often   Sometimes   Rarely

Have you ever dropped out of school?   *Yes No*

How many friends do you have? _____

Were you arrested as a juvenile?   *Yes No*

If yes, have you been told about closing your juvenile court records? *Yes   No*

How often do you feel you experience violence?

Always   Often   Sometimes   Rarely

How often do you feel you, your family, or friends experienced violence?

Always   Often   Sometimes   Rarely

How often do you feel you experienced racism or discrimination?

Always   Often   Sometimes   Rarely

How often do you feel you, your family, or friends experienced racism or discrimination?

Always   Often   Sometimes   Rarely

How often do you sit down together and eat meals as a family?

Always   Often   Sometimes   Rarely

Are you registered to vote?   *Yes   No*

Transition Knowledge: The following are questions about what you know about your disability and transition rights. Please answer each as completely as you can.

What is an Individual Education Plan (IEP)?

_____

_____

Describe your disability: _____

_____

_____

What is a Summary of Performance (SOP)?

_____

_____

Do you believe your disability diagnosis is correct?   *Yes   No*

How confident do you feel that you could read and find information in your IEP?

Very Confident   Confident   Somewhat Confident   Not at all Confident

How confident do you feel that you could read and find information in your SOP?

Very Confident   Confident   Somewhat Confident   Not at all Confident

How comfortable are you with explaining your disability to someone else?

Very Confident   Confident   Somewhat Confident   Not at all Confident

How concerned is your family about your disability?

Very Concerned   Concerned   Somewhat Concerned   Not at all Concerned
Do you know what services and accommodations you are eligible for after high school?

Yes   No

Transition Implementation: The following questions are about what your teachers have done to prepare you for life after high school.

Has your teacher talked to you about how to identify anything that helps you complete things that you may struggle with because of your disability?

Yes   No

Have you practiced ways to talk to others (future professors and bosses) about your disability?

Yes   No

Has your teacher met with you to discuss your interests and goals for the future?

Yes   No

Has your teacher talked to you about what you can you do if you feel like you are being discriminated against because of your disability?

Yes   No

Employment
Do you have an up-to-date resume? *Yes   No*

Do you have an up-to-date cover letter? *Yes   No*

Have you taken tests to find out what type of career would suit you? *Yes   No*

Have you taken tests to learn more about your job skills? *Yes   No*

Has your teacher met with you to discuss jobs after graduation? *Yes   No*

Do you feel ready to find and keep a job? *Yes   No*

Education

Has your teacher met with you to discuss education after graduating from high school (college, vocational classes, trade school, etc)?

Yes   No

Have you completed your Free Application for Student Financial Aid (FAFSA)?

Yes   No

Do you feel ready to go to college?

Yes   No

How confident are you that you know how you learn different subjects best?

Very Confident   Confident   Somewhat Confident   Not at all Confident

Independent Living
Do you know how to make a budget?   *Yes   No*

Do you know how to use a budget to create a shopping list?   *Yes   No*

Do you know where to get help if you are feel depressed, anxious, or need mental health services?

Yes   No

Has your teacher talked to you about health insurance after graduation? *Yes   No*

How often do you cook your own meals?

Always   Often   Sometimes   Rarely

Do you want to live:

By Yourself   With a friend   With family   Other: _____

How confident are you that you can break down goals into manageable pieces?

Very Confident   Confident   Somewhat Confident   Not at all Confident

Family Support Person: Name someone in your life who is there to support you through graduation and assist you after you leave high school. This may be a parent, relative,

mentor, social worker, counselor, or close friend who is older than you and has experienced this type of transition before.

Name: _____ Relation: _____

House Phone: _____ Cell: _____

Student's Phone: _____ (in case of clarification)

Appendix D

Presentation Rubric

	0	1	2	3
Name: Date:				
Self-Awareness/Validating *Student described their cultures. *Student described their languages. *Student described their strengths. *Student described their interests. *Student described their disability. *Student described their experience they think they will encounter. *Student described their academic competency levels *Student described their social-emotional factors	Presentation does not include any of the factors	Presentation includes a few of the factors	Presentation includes most of the factors	Presentation addresses all of the factors
Self-Advocacy/Emancipatory *Student described how their disability could potentially affect them in the future (employment, education, and independent living). *Students identified examples of access to ADA services at colleges, training programs, or employment *Included examples of helpful accommodations/modifications *Student gave examples of code-switching. *Included an "I can be successful because…" statement	Presentation does not include any of the factors	Presentation includes a few of the factors	Presentation includes most of the factors	Presentation addresses all of the factors
Problem-Solving/Multidimensional *If applicable, the student demonstrated freedom from identifying with the mainstream ideals (concerning individual goals) *Student identified methods for overcoming obstacles concerning their disability, racism, sexism, and/or economic issues. *Identified ways the student plans on staying connected to their community while working with their goals.	Presentation does not include any of the factors	Presentation includes a few of the factors	Presentation includes most of the factors	Presentation addresses all of the factors

Goal-Setting/Transformative *Includes at least 3 postsecondary goals (may include goals on employment, education/training, and independent living) *Includes the steps the student will take to achieve each goal. *Student described how their strengths support their future success. *Identified values of their culture.	Presentation does not include any of the factors	Presentation includes a few of the factors	Presentation includes most of the factors	Presentation addresses all of the factors
Choices-Making/Comprehensive *Student identified assessments used in planning *Student described how they made their decisions *Student described how they talked with their family about their transition to adulthood *Student described outside agencies and resources the were working with	Presentation does not include any of the factors	Presentation includes a few of the factors	Presentation includes most of the factors	Presentation addresses all of the factors
Self-Regulate/Empowering *Student described organizational skills *Student described family support and issues *Student described budgeting and money management *Student described peer relationships support and issues *Student described methods for working through problems *Student included a priority list of the elements in their life *Student can identify appropriate response to emergency and crisis situations (mental, physical, and emotional)	Presentation does not include any of the factors	Presentation includes a few of the factors	Presentation includes most of the factors	Presentation addresses all of the factors

Comments (describe student presentation skills, teacher support, and quotes about transition and transition process).

Appendix E

Summary of Performance Meeting Rubric

	0	1	2	3
Name: Date:				
Self-Awareness/Validating *Student described their cultures. *Student described their languages. *Student described their strengths. *Student described their interests. *Student described their disability. *Student described their experience they think they will encounter. *Student described their academic competency levels *Student described their social-emotional factors	Presentation does not include any of the factors	Presentation includes a few of the factors	Presentation includes most of the factors	Presentation addresses all of the factors
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Problem-Solving/Multidimensional *If applicable, the student demonstrated freedom from identifying with the mainstream ideals (concerning individual goals) *Student identified methods for overcoming obstacles concerning their disability, racism, sexism, and/or economic issues. *Identified ways the student plans on staying connected to their community while working with their goals.	Presentation does not include any of the factors	Presentation includes a few of the factors	Presentation includes most of the factors	Presentation addresses all of the factors

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Notes about the SOP:

Did the student lead the SOP?

Was a support representative (family member, mentor, adult friend, case manager, probation officer, etc) present at the meeting?

Did the support person agree with the transition plan?

Were they asked for input?

If needed, were documents translated?

If needed, was a translator present?

Was the student able to explain their disability?

Was the student able to explain how they would advocate for themselves?

Were the assessments current?

Were the assessments relevant?

Comments:

Appendix F

CRSOP Teacher Training PowerPoint

Culturally Responsive Summary of
Performance Training

Rebekka Jez
2011

Agenda

- Postsecondary Statistics for Students with Special Needs
- History of Postsecondary Transition
- Transition Legal Issues (ITP and SOP)
- District's Summary of Performance
- Self-determination Skills (Best Practice)
- Cultural Responsiveness
  - Code-switching
  - Involving "Families"
- Implementation: Materials and Support
  - Assessments
  - Self-determination student presentation template
  - Outside Agencies and Resources

Students with Special Needs
have less postsecondary success
than non-disabled peers.

(Goff, Martin, & Thomas, 2007; Harry, 1992; Gil-
Kashiwabara, Hogansen, Geenen, Powers, & Powers, 2007;
Kim & Morningstar, 2007; Landmark, Zhang, & Montoya,
2007; Leake & Boone, 2007; National Longitudinal Transition
Study 2, 2006; Trainor, 2007)

- Higher dropout rate
- Lower graduation rate
  - 72% LD (only 62% Latino), 56% ED
- Lower employment
  - 35% employed (compared to 78% non-disabled)
- Earn lower wages
- Higher job loss rate
- Lower postsecondary education/training
- Higher criminal activity/arrests
- Only 39% have checking accounts

Legal Issues- the history

- Madeline Will (1983) - postsecondary transition is important
- IDEA (1990, 1997) - mandated creating an Individual Transition Plan (ITP)
- IDEIA (2004) - Summary of Performance (SOP)
  - "coordinated set of activities" that are "results-oriented" focused on improving academic and functional achievement in postsecondary transition
  - Collaborative Family and Interagency effort

Legal Issues- the present

- SOP mandate went into effective on October 13, 2006.
- Students whose eligibility terminates because of graduation with a regular high school diploma or aging out
- Summary of **academic** and **functional** performance with specific ways to support postsecondary educational, employment, and independent living goals

Why is the SOP important?

- Assist with ADA eligibility
- Assist with Disability Services eligibility at college/training opportunities
- Families from CLD backgrounds may have different perspectives/experience/goals
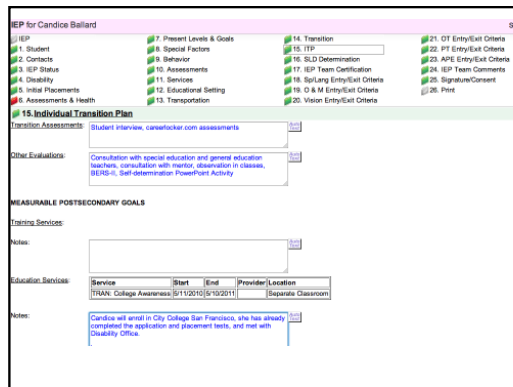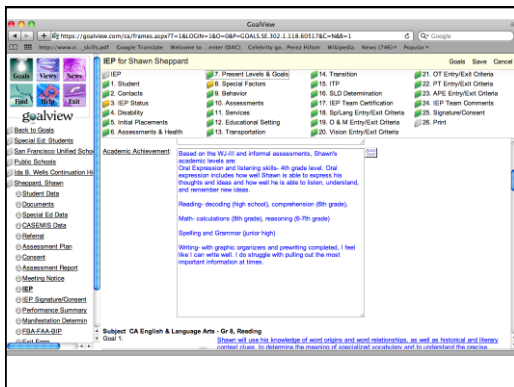
What is the SOP important?

- Self-determination skills = More Successful
  - Self-advocating disability needs
  - Choice-making
  - Problem-solving
  - Decision-making
  - Goal setting and attaining
  - Self-regulation
  - Self-awareness
  - Self-efficacy

However…

- Do students understand their disability enough to self-advocate?
- Are the assessments current and relevant?
- Is the individualized transition plan (ITP) complete and relevant?
- Has the family been involved in the planning? Do they agree and support the plan?

SFUSD Summary of Performance (Performance Summary)

- Goalview.com Information
  - Contact Information
  - Present Levels
  - Accommodations / Modifications
- Transition Goals and Services
- Transition Questions (open-ended)

What is Culturally Responsive?

- Culturally and Linguistically Diverse- students who qualify for one or more of the following categories:
  - Disability
  - Minority ethnic/racial group
  - Economically disadvantaged
  - Foster Care/ Unstable Housing
  - English Language Learners
- Responsive- responding to the needs of individuals based on their social, cultural, and prior experiences, strengths, and needs.

How can I be culturally responsive?

- Reflect
- Challenge
- Share
- Listen
- Encourage

Culturally Responsive Transition

- Equity
- Student involved/led
- "Family" involved
- Interagency involved
- Transition based on Student's Cultural Needs
- Self-determination
- Encouragement, honoring goals, and support

Disability

- Specific Learning Disability
- Emotional Disturbance
- Other Health Impairment
- Speech and Language
- Cognitive Impairment
- Autism

Minority ethnic/racial group

- Latino/Hispanic
- African American
- Asian
- American Indian
- White
- Multiracial

Foster Care

- AB167: 125 credits graduation option
- Chafee Grant: $ for college
- Interagency collaboration

Economically Disadvantaged

- Qualifies for free or reduced lunch

English Language Learners

- Language other than English spoken in the home
- Translator
- Translated documents
- Cultural liaison

Assessment Tools

- IEP and transition plan
- Behavioral and Emotional Rating Scale 2 (BERS2)
  - Student
  - "Family"
  - Teacher
- Careerlocker.com
- Woodcock Johnson III
- Self-Determination Scale

Transition Agencies

- Department of Rehabilitation
- Golden Gate Regional Center
- Jewish Vocational Center
- Bridges from School to Work
- City College Disabilities Center
- San Francisco Mental Health

Transition Documents

- Community College Application process
- FAFSA
- Psychological Testing
- Resume/Cover Letter
- Housing Options
- Bank Account

Implementation

- Consent Letter
- Pretest Survey (student)
- Assessments
- Self-Determination PowerPoint
- SOP meeting

Completing with Support

- Special Education Teacher
- Paraprofessionals
- Students
- Translators
- Trainer
- Support Person (family)

Culturally Responsive Self-Determination Presentation

- PowerPoint (or other media mode) template
- Draft-Edit/Revise-Final
- Presentation rules: simple background, no smaller than 24 font, clear, less words/more slides, pictures to compliment slide
- Presentation (with practice)
- Example

Code-Switching

- Knowing when and how to switch language, dress, gestures, tone, etc. to fit the situation
- Example: work versus with friends, home versus school
- Role-Playing
- Explicitly Teaching
- Paying attention and "redirecting"

"We place teaching on your hearts, so when your heart breaks, the teachings fall in."

(unknown)

Let's set up your support meetings!
Thank you!
rebekkajez@gmail.com
510-914-2424

Appendix G

Student Presentation PowerPoint Template

<div style="border:1px solid black; text-align:center;">

title

Name
2011

</div>

Create an interesting title that demonstrates you will be successful after graduation.

Put your full name.

Who I Am Influences Who I Will Be…

- Strengths
- Interests
- Preferences
- Needs

Strengths are the things you are good at/what you do well. List at least 3.

Interests are things you like/enjoy doing or would like to know more about. List at least 3.

Preferences are the things, if given a choice, you prefer to have, do, or learn. List at least 3.

Needs are the things you have to have to succeed. List at least 3 (you will probably need to break this up into multiple slides)

Who I Am Influences Who I Will Be…(continued)

- Culture
- Languages
- Disability

Describe yourself specifically

*Culture is considered your ethnic background, economic background, how your family sees education, jobs, and living arrangements

*Languages- how proficient are you in speaking and writing

*Disability- what is the label, what does it mean for you (be descriptive)

My Goals After Graduation

- Employment
- Education/Training
- Independent Living

What would you like for a career (dream job)? What kinds of jobs would you do while you are working towards your career/in college/training?

What kind of education/training will you need after high school?

Where would you like to live after graduation? How will you pay for it? Who will you live with? For how long?

I Am Informed!

- ADA services I am eligible for:
- Accessing ADA:

ADA is American Disabilities Act (http://www.ada.gov/), you may be eligible for services after graduation.

How can you find out what services are available and how you can access them?

My Academic Abilities

- Reading
- Writing
- Mathematics

According to your IEP (present levels based on WJ-III and your belief about your academic levels) what are your reading, writing, and math levels. What specific things do you need extra help in to succeed after high school?

My Emotional Reality

Name possible stressors in your life/future.

How well do you deal with stress? With traumatic experiences (death, violence, job loss, illness, issues with loved ones)?

What can you do to make sure you are able to meet your responsibilities even though tough situations may arise? (Resiliency)

Helpful Accommodations and Modifications

- Accommodations
- Modifications

Accommodations are different ways you learn information and/or communicate your knowledge back to the teacher/authority.

Modifications are changes to assignments, tests, and instruction. Check your IEP and with your teacher to find out more about accommodations and modifications.

I know I will be successful because _____.

Self-efficacy is believing you can accomplish what you set out to do in life. Write are few sentences about how you know you will be successful.

Overcoming Adversity

- Disability
- Racism
- Sexism
- Economic issues

Everyone encounters people treating them differently because of who they are. How will you deal with people who judge you before getting to know you based on your:

*disability- according to ADA, you are not allowed to be discriminated against or feel uncomfortable because of your disability. How will you stand up for yourself at your job or school if you feel you are not being treated fairly?

*racism- Racism can happen on different levels. Sometimes it is can be as small as a word or gesture, but other times it is larger, such as disciplinary action or losing a job. How will you deal with people (bosses or teachers) treating you differently because of your race?

*Sexism- Woman are often discriminated against (make lower pay, have lower status) in their jobs. If you are having issues because of your sex (male or female), how will you address the problem?

*Economic Issues- People are sometimes treated negatively because they come from a different class than others. How can you make sure you present yourself in a professional way (dress, speech, mannerisms, etc) to make sure you are not discriminated against at your job?

Staying Connected

I know I will stay connected to my
community because I plan to:

-
-
-

People who stay connected to their community (church, family, neighborhood, etc) are able to overcome obstacles and become more successful because they have a support system to turn to when life gets hard. How will you stay connected to your community after high school?

I Will Reach My Employment Goal!

Employment Goal Plan:

-

-

-

Successful people make long-term and short-term goals. Write your long-term career goal (dream job) and then at least two short-term employment goals (jobs that will help you build your resume and make some money while you are getting additional training).

I Will Reach My education Goal!

Education Goal Plan:

-

-

-

Successful people have long-term and short-term goals. Write your long-term education/training goal (where you would like to go to college or training) and then at least two short-term education goals (things you need to do to attain your goal).

I Will Reach My Independent Living Goal

Independent Living Goal Plan:

-

-

Successful people have long-term and short-term goals. Write your long-term independent living goal (where you would like to live and with whom) and then at least two short-term independent living goals: your budget plan, banking goals, driver's license, medical insurance, etc.