

Transition Knowledge of High School Special Education Teachers in a Midwestern School District

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Abstract

Teachers' knowledge of transition services and programming in their schools is crucial for their students with disabilities to successfully transition from school to adult life. The purpose of this study was to examine high school special education teachers' knowledge of transition programming offered at their schools. Twenty-five special education teachers from three suburban high schools in the Midwest completed surveys of their knowledge of transition programming. Results indicated respondents were accurate in their knowledge on 15 of 25 questions (60%), somewhat accurate in their knowledge on 4 of 25 questions (16%), and somewhat inaccurate on 6 of 25 questions (24%). No statistically significant difference was found in the accuracy of knowledge between respondents who held a Developmental Disabilities license and those who held licensure in other areas, or between respondents with varying years of experience. Implications for research and practice focusing on improving teachers' knowledge of transition services are discussed.

Transition Knowledge of High School Special Education Teachers

Prior to the passage of PL 94-142 in 1975, many individuals with disabilities lived in institutions where they received little to no formal education and vocational training. The passage of PL 94-142 moved individuals with disabilities out of institutions and into community settings. Subsequent legislation has continued to improve the quality of life for individuals with disabilities. In fact, the 1990 revision of the Individuals with Disabilities Education Act (IDEA) mandated that transition services should be addressed on a student's Individualized Education Plan (IEP) beginning at age 16. In 1997, IDEA reauthorized transition services to begin at age 14 (Katsiyannis, deFur, & Conderman, 1998; Lindstrom & Benz, 2002) and, in 2004, IDEA was reauthorized and again mandated transition services beginning at age 16 (Etscheidt, 2006).

Since the mandating of transition services for students with disabilities, states and local school districts have taken a variety of approaches to define transition services for special education students. Modell and Valdez (2002) defined transition programming as "the plan that details interagency responsibility and community linkages that address students' needs, interests, and opportunities in postsecondary education, employment, independent living, and community participation" (p. 47). A major component of transition planning and programming centers on the Individual Education Plan (IEP). Special education teachers are responsible for developing and monitoring progress on the transition plan,

with assistance from the student, family, regular education teacher, and relevant adult agencies.

Awareness and knowledge of available transition classes, programming, curricula, and opportunities are crucial for secondary special education teachers as they develop and implement the IEP. Teachers need to be aware of transition options in their school so students with disabilities can access both general education and transition-focused classes that will prepare them for the transition to adulthood. Without this knowledge, teachers are unlikely to effectively prepare their students for life after high school. To examine the extent of teachers' transition knowledge, several researchers have examined preservice transition instruction, transition competencies, roles and responsibilities, and transition knowledge of secondary special education teachers; this research is briefly reviewed below.

Preservice Instruction

Wolfe, Boone, Filbert, and Atanasoff (2000) surveyed universities across the United States to determine the extent of transition instruction preservice teachers received. Results from the 52 returned surveys indicated that transition instruction was offered in 69% of the universities surveyed. Sixty-seven percent of those universities offered a course about transition services and programming; however, only 33% designated transition instruction as a requirement for state teacher certification programs. Seventy-eight percent required preservice special education teachers to take a transition course; however, only 8% required regular education teachers to take a course in transition programming at the secondary level.

Wolfe et al. (2000) argued that participation in the transition process is important for both regular and special education teachers. Without preparation on this topic, both regular and special educators are entering the profession without knowledge of how to successfully program for older students with disabilities. Through participation in a transition course in college, regular and special education teachers should gain a better understanding and appreciation of the goals of transition to prepare young individuals with disabilities for the adult world.

Transition Competencies

To address the issue of what content should be included in preparing practitioners to provide transition services, DeFur and Taymans (1995) developed a transition survey that examined needed transition competencies for professionals working with older individuals with disabilities. DeFur and Taymans surveyed 149 transition specialists from across the United States using the transition specialist practitioner (TSP) survey, which included 116 competencies and 12 domains developed from multiple sources. Respondents rated each competency from 1 (unessential) to 5 (essential). Respondents indicated that they considered 112 out of 116 to be essential. Examples of competencies rated as critical for individuals working with transition-age students included: "Knowledge of agencies and systems change, development and management of individualized transition plans, working with others in the transition process, vocational assessment and job development, professionalism, advocacy, and legal issues, job training and support, and assessment" (p. 48). DeFur and Taymans recommended direct

instruction of these competencies in graduate school to prepare special education teachers, vocational instructors, rehabilitation counselors, and administrators for their work with individuals with disabilities.

In another study examining transition competencies for professionals working with older students with disabilities, Blanchett (2001) surveyed 74 special education teachers using the Transition/Inclusion Planning Protocol (TIPP) on competencies they believed educators should have to prepare students with disabilities for life after high school. The 30 competencies were generated from a review of literature. Respondents rated each competency from 1 (unimportant) to 4 (very important). Results indicated that teachers believed 14 competencies were important, including interagency support, cooperative team planning, and focus on career and vocational education instruction, social skill instruction, and facilitating IEP meetings. Blanchett suggested that results from the study confirmed the importance of competencies for transition teachers.

Roles and Responsibilities

In addition to identifying competencies that should be included in teacher preparation programs, researchers have also examined the roles secondary special education teachers have in their students' transition process. Conderman and Katsiyannis (2002) randomly selected 199 secondary special education teachers in Wisconsin to participate in a survey to investigate the roles and responsibilities of special education teachers. Respondents indicated that special education teachers were responsible for providing instruction in the area of employment, coordinating a variety of employment experiences, maintaining contact with the community, and developing the student's transition IEP. These results suggested that special education teachers play a diverse role in the education and planning for transition-age students. Understanding the roles of special education teachers and the responsibilities they face on a daily basis is important to ensure that the needs of the students are being met.

Transition Knowledge

Researchers have also examined special education teachers' knowledge of transition services. Knott and Asselin (1999) surveyed 236 special education teachers in Virginia who worked with individuals with mild disabilities on their perceived knowledge and involvement of transition programming. The Transition Competencies Survey was developed from a review of literature and included 71 competencies and 8 categories of knowledge. Respondents rated each competency from 0 (no knowledge or experience) to 3 (much knowledge or experience). Results showed that special education teachers judged that they understood the major components of transition programming and planning. They developed transition IEPs that included both the student and the family and indicated a general knowledge of transition concerns affecting their students. Further results showed the special education teachers did not understand the eligibility criteria of adult agencies, had little involvement in the employment piece of transition, and were not involved in selecting curriculum for their transition classes. Knott and Asselin concluded that disparities existed between teacher knowledge of transition and their implementation of transition services and activities.

Special education teachers are primarily responsible for the development and implementation of the IEP. Starting at age 16, transition services need to be addressed for students with disabilities. Several researchers have examined pre-service transition instruction, transition competencies, roles and responsibilities, and transition knowledge of secondary special education teachers. These researchers have suggested that pre-service transition instruction for both regular and special educators should include a number of competencies deemed “essential” by practitioners, and have highlighted the diverse roles and responsibilities of special educators today.

Yet, disparities still exist between teacher knowledge of transition and their implementation of transition services and activities (Knott & Asselin, 1999). For example, the special education literature has not explored whether years of experience and licensure area increase teacher awareness and knowledge of the field of transition programming and planning. One could argue that, as teachers gain experience in the field of special education, and specifically in their work with older students with disabilities, they become more knowledgeable and aware of transition programming and services available to their students. The potential impact of teacher experience and licensure area are important areas to explore because accurate transition programming is essential for the successful transition from school to adult life for students with disabilities. If amount of teaching experience does indeed predict teacher awareness and understanding of transition programming, teacher educators should ensure that transition coursework is being offered to all special educators so less experienced teachers are not at a disadvantage when working with older students with disabilities and their families. On the other hand, if even the most experienced teachers demonstrate limited knowledge of transition programming, schools and districts may wish to consider offering ongoing professional development opportunities to teachers with all levels of experience.

One of the myths still prevalent in the field of special education is that there is one transition planning process for all students (Flexer, Baer, Luft, & Simmons, 2008). Teachers need to be aware that disability label should not drive transition programming, but rather transition programming should be based on student need. In the past, many educators viewed students with more “mild” disabilities such as learning disabilities or emotional and behavioral disorders as not needing transition services. Transition and life skill programming was reserved for those students with more significant cognitive impairments. At some colleges and universities throughout the United States, coursework in transition planning and programming is not required for teachers seeking licensure in learning disabilities (Wolfe et al., 2000). One might predict, then, that teachers who work primarily with students with cognitive impairments are more familiar with transition programming in their building than teachers who work with students with learning disabilities and emotional and behavioral disorders.

Purpose of this Study

In an age of increased accountability, special education teachers are facing increased responsibilities to ensure that data-driven decisions are being made. Research that continues to examine the knowledge, skills, roles, and responsibilities of secondary special education teachers across different states should be conducted to create a more

comprehensive picture of the extent to which transition-age students' needs are being met.

The purpose of this study was to examine the accuracy of high school special education teachers on their knowledge of transition programming being offered in their high school. Specifically, we addressed the following questions: (1) How accurate is the knowledge of high school special education teachers of the transition programming being offered in their high schools? (2) How accurate is the knowledge of high school special education teachers with varying years of teaching experience of the transition programming being offered in their high schools? and (3) How accurate is the knowledge of special education teachers with differing teaching licenses of the transition programming being offered in their high schools?

Method

Participants

Secondary self-contained, full-service special education (FSSE) and resource room special education teachers from three suburban high schools in a Midwestern school district participated in the study. The special educators served students with autism, learning disabilities, emotional and behavioral disorders, and developmental disabilities. Occupational therapists, speech and language pathologists, and developmental adaptive physical education teachers were not included in the study because in the participating district, these teachers were not case managers for students with disabilities. Secondary special educators from the district's three site-based special education programs were also not included because the focus of this study was limited to special education teachers who worked with high school-aged students. The Special Education Building Coordinator (SEBC) in each high school also completed the survey.

An SEBC was assigned to each high school in the district. The SEBC was responsible for special education scheduling and programming for their building. SEBCs are special education teachers who have significant experience working within the field of special education. The SEBC from High School 1 had worked within the field of special education for 31 years and had spent the last 28 years working as the SEBC for High School 1. The SEBC from High School 2 had worked within the field of special education for 26 years and had spent the last 24 years working as the SEBC in High School 2. The SEBC from High School 3 had worked within the field of special education for 23 years and had spent the last 13 years working as the SEBC for High School 3.

Forty participants were identified as eligible for participation in the survey based on a personnel list supplied by the school district. Respondents had four weeks to complete the survey. Non-respondents were sent a follow-up email. A total of 40 surveys were mailed out; 25 surveys were returned for a 63% completion rate. Twenty-two of the surveys returned were from special education teachers; 3 were from the SEBCs in each building. Demographic data were collected from the 22 special education teachers who completed the survey (see Table 1).

Instrumentation

A three-part survey was created for the study (see Appendix). The survey was created with input from several special education teachers working with individuals ages 18-21 with disabilities in a transition program. The 25 questions were selected based on transition skills that are emphasized in the literature across all transition areas (employment, postsecondary education and training, community participation, recreation and leisure, and home living). Prior to distribution, the survey was piloted with these teachers. Part One of the survey asked participants to rate their knowledge of available transition services and classes offered in their high school. Questions were asked in each of the five transition areas. In the employment section, six questions were asked about work seminar class, job preparation skills, and job search skills. Four questions about educational opportunities and support outside of high school were asked in the postsecondary education and training section. In the community participation section, three questions were asked about community resources and civic responsibility. Three questions about participating and organizing recreation and leisure opportunities were asked in the recreation and leisure section and nine questions about independent living were asked in the home living section. Respondents circled “1” if the class or service was offered in their school or “2” if the class or service was not offered in their school. Respondents were asked not to consult other teachers or the SEBC when filling out the survey. Part Two of the survey asked respondents to list the purchased transition curriculum their high school used in each of the five transition areas. Nine demographic questions were asked in Part Three of the survey.

Procedures

Surveys were mailed to the participants with a self-addressed stamped envelope. Each survey was coded making responses to the surveys confidential. A gift card to a popular local store was offered as an incentive to complete the survey.

The responses from the SEBC in each of the three high schools served as the answer key to the survey. Answers from each completed survey were compared to the responses from the SEBC. If the respondent agreed with the SEBC, the answer was recorded as a correct answer; conversely, if the respondent disagreed with the SEBC, the answer was recorded as incorrect. All 25 questions were coded in this manner. The SEBC in each building was responsible for overseeing every facet of the special education program in the high schools including course offerings, curricula development and purchasing, and course scheduling; therefore, we can reasonably conclude that each SEBC was aware of the transition offerings at their respective high school.

Data Analysis

Transition knowledge data from the special education teachers were coded as correct or incorrect when compared with the responses from the SEBC from their building. *T*-tests were used to compare transition knowledge between respondents with Developmental Disability (DD) licensure and respondents with other licensure areas, and transition knowledge between special educators with more experience (11+ years) and special educators with less experience (1-10 years) in their current position. Ten years was used as the cut-off point because in this particular school district, after ten years of teaching

experience, steps on the experience schedule are weighted differently. In the first ten years of teaching, teachers go up one step for every year they teach; after ten years, the teachers only get step increases every five years.

Results

Transition Knowledge

Respondents were asked to identify what transition services or classes were offered in their high schools in each of the five transition areas. Responses were compared with the SEBC in each building. An evaluation scale was used to group information into accurate (80-100% agreement), somewhat accurate (60-79% agreement), somewhat inaccurate (40-59% agreement), and inaccurate (39% and below agreement). Table 2 presents transition knowledge for the three high schools, and results are also highlighted below.

High School 1. In High School 1, respondents were accurate in their knowledge of transition classes, programs, and services offered in their high school in several areas. In the area of employment, respondents were aware of the work seminar class. In the areas of community participation and recreation and leisure, respondents were aware that civic responsibility classes were offered at their high school. Respondents in High School 1 were somewhat accurate about community participation offerings in their school. Seventy-one percent of respondents were aware that courses that taught students how to access their community and to use transportation in their community was offered in their school.

In High School 1, respondents were somewhat inaccurate in several transition areas. In the area of employment, approximately half of the respondents were unaware that a job skills program was offered in their high school. In the area of postsecondary education, over half of the respondents were unaware that college support services were offered to students with disabilities. In the area of recreation and leisure, respondents were somewhat unaware of recreation and leisure activities offered at the high school. At High School 1 there was no course that allowed students to practice organizing recreation and leisure activities.

Respondents in High School 1 were inaccurate when asked about sex education classes, separate from health class, available at their high school. Almost 70% of respondents thought a class existed to teach students with disabilities about sex education when, in fact, no such class was offered.

High School 2. In High School 2, respondents were accurate in their knowledge of transition classes, programs, and services offered in their high schools in several areas. In the area of employment, respondents were aware of the work seminar class. In the area of postsecondary instruction, respondents were aware that students had the opportunity to participate in classes at both the technical college and the community college. Respondents in High School 2 were somewhat accurate in their knowledge of employment programs offered in their school. Unlike High School 1, High School 2 does not offer a job preparation or volunteer program where students can learn employment related skills. Almost 40% of respondents thought the employment program existed. In the area of postsecondary education, students at High School 2 had the opportunity to

access other postsecondary institutions, like the university. Approximately 40% of the respondents were unaware that courses in civic responsibility and community resources were offered in their high schools.

In High School 2, respondents were inaccurate in their transition knowledge in several areas. In the area of postsecondary education, 75% of the respondents were unaware that college support services were not offered to students with disabilities. Unlike High School 1, High School 2 does not offer college support services to individuals with disabilities. In the area of community participation, almost 60% of respondents were unaware that a transportation skills class was offered in their school. In the area of recreation and leisure and homeliving, respondents were unaware that a recreation and leisure skills class and a laundry class were offered in their school.

High School 3. In High School 3, respondents were accurate in their knowledge of transition classes, programs, and services offered in their high school in several areas. In the area of postsecondary instruction, respondents were aware that students had the opportunity to participate in classes at both the technical college and the community college. In the areas of community participation and recreation and leisure, respondents were aware that civic responsibility and community resource courses were offered at their high school, as well as classes that taught and allowed students to participate in recreation and leisure activities. In the area of homeliving, respondents were aware that classes that offered self-advocacy skill instruction, cooking instruction, and friendship instruction were offered in their high school. Respondents from High School 3 were somewhat accurate of community participation courses offered in their high school. Approximately 70% of respondents were aware of courses that taught transportation skills. In the area of homeliving, respondents were somewhat accurate in their knowledge of laundry instruction and sex education classes, separate from health class, offered at their high school. Almost 30% of respondents thought a class existed to teach students with disabilities about sex education when in fact, no such class was offered.

In High School 3, respondents were somewhat inaccurate in several transition areas. In the area of employment, approximately 40% of the respondents were unaware that a volunteer program was offered in their high school. High School 3 does offer a job preparation where students can learn employment related skills. Over 40% of respondents were unaware such an employment program existed. In the area of postsecondary education, over half of the respondents were unaware that college support services were not offered to students with disabilities and that students had the opportunity to access other postsecondary institutions, like the university. In the area of recreation and leisure, respondents were somewhat unaware that recreation and leisure activities were offered at their school. At High School 3 there was a course that allowed students to practice organizing recreation and leisure activities.

Respondents in High School 3 were inaccurate when asked about courses that taught students' skills needed to be successful in a romantic relationship. Over 70% of respondents were not aware such a class was offered.

All three high schools. Across all three high schools, respondents were accurate in their knowledge on 15/25 questions (60%), somewhat accurate in their knowledge on 4/25 questions (16%), and somewhat inaccurate on 6/25 questions (24%).

License and experience. A *t*-test was conducted to compare transition knowledge between respondents with DD licensure and respondents with other licensure areas (see Table 3). There was no significant difference in the knowledge between those respondents who held a DD license and those who held licensure in other areas. A *t*-test was also conducted to compare the accuracy of transition knowledge and programming among special education teachers with fewer years of teaching experience (1-10 years) and special education teachers with more years of teaching experience (11 + years). There was no significant difference in the accuracy of knowledge between respondents with varying years of experience in their current teaching position (see Table 3).

Discussion

The purpose of this study was to examine the knowledge of high school special education teachers of transition programming being offered in their high schools. Specifically, this study asked the following questions: How accurate is the knowledge of high school special education teachers of the transition programming being offered in their high schools; how accurate is the knowledge of high school special education teachers with varying years of teaching experience of the transition programming being offered in their high schools; and how accurate is the knowledge of special education teachers with differing teaching licenses of the transition programming being offered in their high schools? Over half of the respondents were accurate in their understanding of transition classes and services available to secondary students with disabilities in their high schools; however, there were also several inaccuracies in the areas of employment, postsecondary education and training, recreation and leisure, and home living. It is noteworthy that these results varied from high school to high school—this variation suggests that there may be inconsistencies even within one district in terms of teachers' preparation in the area of transition and/or schools' success in coordinating and communicating transition information effectively to teachers.

In the area of employment, respondents were asked if a program where students learn job skills through volunteering was offered in their school. Respondents from both High School 1 and High School 3 were inaccurate in their knowledge of volunteer opportunities available to students at their high school. Preparing students with disabilities for the world of employment is essential. Without proper instruction in the area of employment, students with disabilities may find it difficult to find and keep jobs. Johnson, Stodden, Emanuel, Luecking, and Mack (2002) argued, "Young adults with disabilities still face significant difficulties in securing jobs, accessing postsecondary education, living independently, and fully participating in their communities" (p. 524). Individuals with disabilities need repeated exposure to a variety of job choices. By being unaware of volunteer opportunities available to students, special educators are not preparing students for the successful transition from school to adult life for their students.

In the area of postsecondary education and training, respondents from all three high schools were inaccurate in their awareness of college support services available to students taking classes at other postsecondary institutions. Awareness of availability of college support services is essential information as IEP teams plan for the transition of students with disabilities. Without support, many students with disabilities may find it

difficult to be successful in college-level coursework. IEP teams must not only be aware of what supports and services are available to high school students taking college classes, but they must also be aware of what supports, services, and accommodations the student will need to be successful when they enter a postsecondary institution full time (Johnson et al., 2002).

In the area of recreation and leisure, respondents from all three high schools were unaware of courses that allowed students to practice organizing recreation and leisure activities at their schools. Yet, practice and participation in recreation and leisure activities is an essential transition outcome for individuals with disabilities. IEP teams must ensure that individuals with disabilities are afforded a diverse exposure to a variety of recreational activities (Modell & Valdez, 2002). Like individuals without disabilities, individuals with disabilities often want to participate in a variety of social activities. Teachers' inaccurate knowledge about available coursework at the high school may lead to confusion in the IEP process.

In the area of home living, respondents from High School 1 were inaccurate in their awareness of sex education coursework being offered in their school. As suggested by Blum, Resnick, Nelson, and St. Germaine (1991), many students receive their instruction on sex education in the public school; therefore, accurate awareness of course offerings on this key life topic is essential for teachers. Additionally, respondents from High School 3 were unaware that their high school offered a course on skills needed to be successful in a romantic relationship. Inaccuracies and unawareness of what classes are offered in a school will only lead to confusion in the IEP process and cause miscommunication between the school and the family. Additionally, the student may not receive instruction in essential transition areas as a result of teacher unawareness.

Implications for Practice

To avoid inaccuracies in teacher knowledge about transition programming in their schools, administrators, special education coordinators/directors, and human resource personnel should offer training sessions and/or web-based materials to both special education and regular education teachers so they can gain a better awareness of what transition programming is offered in their high schools and in their district. It also might be helpful for these same individuals to survey teachers using an instrument similar to the one created for this study, to gain a better understanding of the inaccuracies and gaps in teacher understanding of what programs and services are offered to transition-aged students in their district. This study did not highlight why the inaccuracies among teachers existed in the different buildings but by surveying teachers, district-level administrators may have a better understanding in what areas they need to focus training and/or web-based resources and information to their increase teacher understanding of transition programming available in their high school and district. Districts may want to further explore which teachers have more or less knowledge of transition programming and look to see if differences exist among their schools. Districts could then identify what qualities (i.e., communication, leadership, knowledge of resources) informed teachers possess. Districts may also want to consider exploring what knowledge their

newly hired teachers have about the transition planning process. This information may help district-level administrators identify what areas to target their training resources on.

Implications for Research

There were no significant differences in the accuracy of knowledge between those respondents who held a DD license and those who held licensure in other areas or in the accuracy of knowledge between respondents with varying years of experience in their current teaching position. These results suggest that licensure area and years of teaching experience might have little relation to special educators' knowledge and awareness of transition programming available at their schools, at least for the participants in this study. Thus, it would appear that all teachers, regardless of licensure area or years of teaching experience, could benefit from ongoing professional development in the area of transition programming and planning. Due to the small sample size in this study, however, these results should be interpreted with caution; a larger sample size across broader populations of teachers may yield different results.

From this study, researchers should know that years of teaching experience and teaching licensure area do not necessarily make a significance difference in transition knowledge and awareness of special education teachers. Future studies should focus on larger samples to generalize the results to a broader population of teachers who work with transition-age youth with disabilities. Future work could interweave essential transition competencies and transition knowledge of special education teachers with student outcomes and could include research question such as: (a) does teachers' effectiveness at writing and facilitating IEPs improve a student's transition process and their postsecondary outcomes? or (b) does teacher knowledge and skill at accessing adult agency participation prior to a student's exit from special education improve their postsecondary outcomes? or (c) what factors contribute to teachers knowledge of transition services in their schools?

There are several limitations to this study. This study was a nonrandom convenience sample of special education teachers from three high schools in the same Midwestern school district, limiting its generalizability. Generalizations to larger populations of special education teachers should be made with caution. Additionally, because the three high schools were limited to one school district in a Midwestern state, assumptions that these results would translate to other states may not be supported. Finally, although this study does shed light on special education teachers' knowledge of available transition services and programming offered at their high school, it is not a comprehensive picture of the teachers' general transition knowledge. The survey created for this study was limited to 25 questions and was not a thorough questionnaire of transition knowledge.

Conclusion

The purpose of this study was to test the accuracy of high school special education teachers on their knowledge of transition programming being offered in their high school. As stated by Etscheidt (2006), "Transition plans must be individualized to meet each student's unique postsecondary needs. Services must be individualized to integrate the

various types of support that a student will require after high school” (p. 35). A teacher’s accurate knowledge of available transition services in their school is essential for a students’ successful transition from school to adult life. Without such teacher knowledge, students will enter the adult world ill equipped to face the challenges that await them.

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Table 1

Demographic Information for Special Educators

Variable	N	Percent
Gender		
Female	15	68
Age		
21-29	1	5
30-39	3	14
40-49	10	45
50-59	5	23
60+	3	14
Certification		
DCD	12	55
Non-DCD	10	45
Highest Degree Obtained		
BS/BA	10	45
MEd/MS	11	50
PhD/EdD	1	5
Setting		
FSSE	12	55
Self-Contained	10	4
Experience		
Years in Current Position		
1-5	11	50
6-10	6	27
11-20	3	14
21+	2	9
Years Teaching Special Education		
1-5	3	14
6-10	5	23
11-20	7	32
21+	7	32
Survey Completion		
High School 1	7	32
High School 2	8	36
High School 3	7	32

Table 2

Transition Knowledge of Special Educators in the Three High Schools

Question Level	HS 1	HS 2	HS 3	Total	Accuracy
A work seminar class is offered in my high school.	100%	100%	100%	100%	Accurate
A job preparation program that offers on-the-job training is offered in my high school.	57%	75%	57%	64%	Somewhat Accurate
A program where students can learn job skills through volunteering is offered in my school.	43%	63%	57%	55%	Somewhat Inaccurate
A class is which students complete a resume in offered in my high school.	100%	100%	100%	100%	Accurate
A class in which students practice their interviewing skills is offered in my high school.	86%	100%	100%	95%	Accurate
A class in which students are taught job-related social skills, is offered in my high school.	100%	88%	86%	91%	Accurate
Students have the opportunity to participate in classes at a technical college.	100%	100%	100%	100%	Accurate
Students have the	100%	100%	86%	95%	

opportunity to participate in classes at a community college.					Accurate
Students have the opportunity to participate in classes at another postsecondary institution.	100%	75%	57%	77%	Somewhat Accurate
Students have access to college support from staff at their high school.	57%	25%	43%	41%	Somewhat Inaccurate
A class that teaches students to access resources and services (post office, library, social services, etc.) in their community is offered in my high school.	71%	63%	100%	77%	Somewhat Accurate

Question Level	HS 1	HS 2	HS 3	Total	Accuracy
<i>A class that teaches transportation skills is offered in my high school.</i>	71%	38%	71%	59%	Somewhat Inaccurate
A class that teaches civic responsibilities and duties is offered in my school.	100%	63%	86%	82%	Accurate
A class that teaches recreation and leisure skills is offered in my high school.	86%	88%	100%	91%	Accurate
A class that has students practice organizing recreation and leisure activities is offered at my high	43%	25%	57%	41%	Somewhat Inaccurate

school. Students participate in a variety of recreation and leisure activities at my high school during the school day.	86%	75%	86%	82%	Accurate
A class that teaches self-advocacy skill is offered in my high school.	100%	75%	100%	91%	Accurate
A class that teaches cooking skills is offered in my high school.	100%	100%	100%	100%	Accurate
A class that teaches laundry skills is offered in my high school.	71%	25%	71%	55%	Somewhat Inaccurate
A class that teaches students about skills needed to be a friend is offered in my high school.	100%	63%	100%	86%	Accurate
A class that teaches students about skills needed to be in a romantic relationship is offered in my high school.	71%	63%	29%	55%	Somewhat Inaccurate
A class in sex education (separate from health class) is offered in my high school.	29%	100%	71%	68%	Somewhat Accurate

Question Level	HS 1	HS 2	HS 3	Total	Accuracy
A class that teaches basis computer skills is offered in my high school.	100%	100%	100%	100%	Accurate
A class that teaches	86%				

basis banking skills is offered in my high school.		75%	86%	82%	Accurate
A class that teaches basic organization skills is offered in my high school.	100%	88%	100%	95%	Accurate

Table 3

Comparison Of Transition Knowledge Between Educators With DCD Licensure And Educators With Other Special Education Licenses and Educators With Fewer Years Of Teaching Experience And Educators With More Years Of Teaching Experience

Item	Educators with DCD licensure	Educators with other special education licenses	Educators with fewer years of experience (1-10 years)	Educators with more years of experience (11+ years)
<i>N</i>	12	10	17	5
Mean	19.83	19.80	19.88	19.6
<i>SD</i>	2.44	2.78	2.55	2.79
Difference in Means	0.03		0.28	
<i>t</i> -value	0.0299		0.2136	
Significance	0.9764		0.8329	

Appendix

Transition Survey

Directions: The purpose of this survey is to understand what transition-related programming is currently being offered at your high school. Please answer each question to the best of your knowledge. Please do not consult your colleagues, the district website, or your SEBC when completing this survey. Your responses will be kept confidential.

Part I

Please answer each question using the following Likert scale rating system:

Yes: 1
No: 2

	Yes	No
<u>Employment</u>		
1. A work seminar class is offered in my high school.	1	2
2. A job preparation program that offers on-the-job training is offered in my high school.	1	2
3. A program where students can learn job skills through volunteering is offered in my school.	1	2
4. A class in which students complete a resume is offered in my high school	1	2
5. A class in which students practice their interviewing skills is offered in my high school.	1	2
6. A class in which students are taught job-related social skills, is offered in my high school.	1	2

Yes No

Homeliving

- | | | |
|--|----------|----------|
| 17. A class that teaches self-advocacy skills is offered in my high school. | 1 | 2 |
| 18. A class that teaches cooking skills is offered in my high school. | 1 | 2 |
| 19. A class that teaches laundry skills is offered in my high school. | 1 | 2 |
| 20. A class that teaches students about skills needed to be a friend is offered in my high school. | 1 | 2 |
| 21. A class that teaches students about skills needed to be in a romantic relationship is offered in my high school. | 1 | 2 |
| 22. A class in sex education, (separate from health class) is offered in my high school. | 1 | 2 |
| 23. A class that teaches basic computer skills is offered in my high school. | 1 | 2 |
| 24. A class that teaches basic banking skills is offered in my high school. | 1 | 2 |
| 25. A class that teaches basic organization skills is offered in my high school. | 1 | 2 |

Part II

Directions: Please answer the following questions to the best of your ability. If you are unsure of an answer, please write “unsure”.

Employment

1. What **purchased curriculum** does your high school use to teach **employment** skills?

Postsecondary Education and Training

2. What **purchased curriculum** does your high school use to teach **postsecondary education and training** skills?

Community Participation

3. What **purchased curriculum** does your high school use to teach **community participation** skills?

Recreation and Leisure

4. What **purchased curriculum** does your high school use to teach **recreation and leisure** skills?

Homeliving

5. What **purchased curriculum** does your high school use to teach **Home Living** skills?

Part III: Demographic Information

Directions: Please answer the following questions about yourself.

1. Total years teaching, including this year: _____

2. Years in current position, including this year: _____

3. Total years teaching in the Osseo District: _____

4. Total years teaching special education, including this year: _____

5. Age:

21-29 _____

30-39 _____

40-49 _____

50-59 _____

60+ _____

6. Sex: F _____ M _____

7. **Educational Degrees:**

B.S./B.A. _____

B.S./B.A. + 30 _____

M.Ed./M.S. _____

M.Ed/M.S. + 15 _____

M.Ed/M.S. + 30 _____

M.Ed/M.S. + 45 _____

Ed.S. _____

Ed.D./Ph.D _____

8. Areas of Certification:
(please check all that apply)

- LD _____
- EBD _____
- DCD _____
- PHD _____
- ASD _____
- Deaf/HI _____
- VI _____

- Elementary _____

- Secondary
(please list area) _____

- Other _____

9. Setting you teach in:

- FSSE _____
- Resource _____
- Self-Contained _____
- Other
(please list) _____

Thank you for taking the time to complete this survey!