Transition Experiences of College Students with Disabilities between High School

Graduation and Enrollment in Postsecondary Education and its Correlation with Student

Self-Determination, College Readiness, and Registration for Disability Services During

the Freshman Year of College

Melinda Phillips

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WE, THE UNDERSIGNED MEMBERS OF THE COMMITTEE,

HAVE APPROVED THIS DISSERTATION

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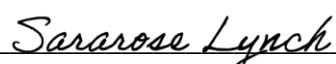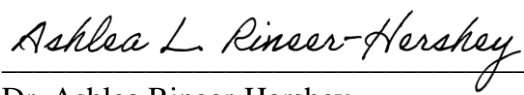
By

Melinda K. Phillips

COMMITTEE MEMBERS

	3.30.22
Dr. Jeremy Lynch (Chair)	Associate Professor; Special Education

	3.30.22
Dr. Sararose Lynch (Committee Member)	Assistant Professor; Special Education

	3.30.22
Dr. Ashlea Rineer-Hershey	Associate Professor; Special Education

ACCEPTED AND APPROVED ON BEHALF OF THE UNIVERSITY

	4/7/2022
Dr. Keith Dils	Dean of the College of Education

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Chapter 1: Introduction

Students often lack the self-advocacy skills necessary to properly disclose their disabilities for the request of supports and accommodations at the post-secondary level (Hadley, 2006). Furthermore, the comprehension of personal disability impact, accommodative needs, and legal rights as a college student may fall to the wayside (Denhart, 2008). Preventative measures in place to educate high school students for the prevention of such circumstances are the transition planning programs offered during the secondary years to alleviate difficulties in navigating this new experience. Equally so, one could surmise from the literature that students with disabilities who do not receive effective transition services during their high school years are ill equipped to advocate for themselves or develop the skills necessary for self-determination in requesting accommodative and support services at the post-secondary level. Additionally, "it is vital for students to learn these skills during secondary school while such supports are available and before postsecondary attendance when they are likely to need to manage these tasks independently" (Newman & Madaus, 2015 p. 24-25). According to the study by Newman and Madaus (2015) it is essential that schools at the post-secondary level are aware of the almost two-thirds of students on campus that have made personal choices not to disclose a disability. Per this, it is important to identify the relationship between transition programming during the high school years as it correlates to independently requested accommodative services for students with disabilities during their freshman year of post-secondary education.

Statement of the Problem

During the high school years, it is a societal expectation that students start the process of planning and preparing for their future. This process is especially important for students with disabilities whom will experience the many changes post-graduation more significantly. Due to the many facets that affect students post-graduation, the Individuals with Disabilities Education Act (2004) mandates that school districts make collaborative efforts to provide students access to an array of post-school activities including integrated employment, postsecondary education and training, community participation, and independent living. Although IDEA mandates these transition services, it does not provide specific examples or rubrics as guidance for educational entities. It is the school's responsibility to delineate these services based upon student's individual needs per their disability diagnosis and developed Individualized Education Plan (IEP). This study is set to focus on the transition programming received during the high school years and the correlation that exists, which steer students with disabilities to seek accommodative services in higher education during their freshman year.

According to the final data collected from the ten year Longitudinal Transition Study-2 (NLTS2) (2009) of the characteristics, experiences, and outcomes of youth with disabilities who received special education services; it was found that youth with disabilities are less likely to enroll in postsecondary programs than were their peers in the general population. The National Center for Special Education and Research (NCSER) (2011) published evidence of the NLTS2 (2009) data which exhibited that sixty percent

of young adults with disabilities were reported to have continued on to postsecondary education within 8 years of leaving high school. However, these young adults with disabilities were more likely to have enrolled in 2-year community colleges (44 percent) than in vocational, business, or technical schools (32 percent) or 4-year colleges or universities (19 percent). Furthermore, of the sixty percent of young adults with disabilities mentioned above whom enrolled in postsecondary education following high school; only sixty-three percent of that population were labeled as having a disability and eligible for supports during their high school years.   Twenty-eight percent of these same students did not consider themselves to have a disability by the time they transitioned to post-secondary education; therefore, leaving the self-identification rate at thirty five percent for the receipt of accommodations in higher education (NCSER, 2011). This student self-perception of disability or a need for assistance at the college level is affective of their success. Gaps exist in the numbers of students whom receive transition programming in high school or whom had an IEP and qualified for accommodations, and the enrollment of those same students with disability services during their freshman year. The question is whether this is directly affective of the quality or type of transition programming received in high school, or other factors that students face. Student numbers of late semester referrals by professors, counseling providers, and medical professionals are gradually rising during the student's college career for accommodative support services that could have been qualified upon freshman first year semester start due to an IEP.

The ten year NLTS2 study found there is gap in the percentages of youth with disabilities whom attended college directly out of high school versus their peers (45% vs. 53%), and that these students are less likely than their general population peers to be employed after leaving school (57% vs. 66%) (Kellums & Morningstar, 2010). This data is indicative of the need to continually improve high school transition planning for students with disabilities to close these gaps.

This research study will investigate the nexus or correlation between transition programming received during the high school years for students with disabilities, and its impact on the development of perceived self-determination and self-advocacy skills as they lead to student independent willingness to request and receive accommodations in post-secondary education during their freshman year; as opposed to waiting until a later referral or academic failure. Additionally, how transition planning serves as a catalyst in the development of the skills necessary for independent student registration with the disability services office in higher education, and its impact on student learning and engagement. This study will seek to measure accommodative request outcomes for only registered students with disabilities whom are second year standing or are in their sophomore year. These second-year students may or may not have participated in transition planning during high school. This study will seek to prove the theory that there is a direct correlation or nexus between high school transition planning and skills built in self-determination and self-advocacy for the receipt of accommodations in post-secondary education, as well as determine which processes function as catalysts in the request for these services.

Research Questions and Hypotheses

Research Questions

What correlation (dependent relationship) exists between transition services received during high school and students' independent registration for disability services in college to access accommodations?

What correlation (dependent relationship) exists between transition services received in high school and student perceived skill development of self-advocacy and self-determination in college?

Statements of Hypotheses

It is hypothesized that student willingness to independently access accommodations in college is correlated to (dependent upon) the availability of the transition services received in high school.

H_0 – There is no significant correlation between provided high school transition services (x) and student willingness to independently register for accommodations in college (y).

H_1 – There is a significant correlation between provided high school transition services (x) and student willingness to independently register for accommodations in college (y).

It is hypothesized that student skill development of self-advocacy and self-determination skills correlate with (are dependent upon) transition services provided during high school.

H_0 – There is no significant correlation between provided high school transition services (x) and student development of self-advocacy and self-determination skills (y).

H_1 – There is a significant correlation between provided high school transition services (x) and student development of self-advocacy and self-determination skills (y).

Purpose and Significance of Study

It is important for high school transition coordinators to initiate the process as depicted by the state early in the student's career, and to address the reality of the student's barriers that need to be overcome or accommodated appropriately at the college level to ensure student success. Furthermore, it is imperative for transition coordinators to elaborate upon the requirements for receipt of disability services at the higher education level, the laws and regulations entailed, the importance of self-disclosure, and where to locate necessary support services within the institution itself.   For high schools with a high population of students and limited personnel to provide this planning, challenges could exist in preparing students for this next step. The information and data collected from this study has the potential to bring further awareness to a need for renovation in current high school transition practices and college disability enrollment services, including recruitment; to further enhance and meet best practice guidelines in both secondary and higher education in student preparation for this next step. Enhancement of services in both entities would entail recommendations made by the education specialists who were supplied the hard data from this study. This is an important measure as these

specialists have the power to revamp current policies, make recommendations for change on both academic levels, and whom have the dedication to implement and track these adjustments to bridge a seemingly effortless transition that persists on into the student's freshman year of college. Through survey responses provided by participants on their transition planning preparation and experiences; this study could measure the differences between quality transition planning and mediocre or non-existent transition planning, and its influence on students 'desire to self-identify and seek out assistive services. The information gathered from this study could set a platform to inform both disability service providers, college recruiters, counselors in higher education, and high school transition planners what key elements are necessary for success during the transition process between high school and college. From this study, key variables may be identified for use to develop interventions toward the end of the high school years, or upon entrance to higher education that could serve as means to educate college students on the most effective ways to work towards success.

Identification of these key variables would assist students with multiple diagnoses on how certain support services are imperative to meet their particular needs, in what order, and where to find them. Professionals who work with students diagnosed with multiple or comorbid diagnoses such as a learning disability and mental health diagnosis, or autism spectrum and a mental health diagnosis; could delineate from the study what necessary steps should be taken during the final years of high school, as well as over the summer during transition to higher education. Students with poor experiences at the high school level may be less apt to seek out assistance in college for fear of receiving the

same type of experience; whereas students with positive experiences whom have built skills and confidence, will have more desire to ensure they receive the same types of experiences for success in their college years.

Assumptions

This study seeks to collect and measure data to determine whether there is a direct correlation between transition services provided in high school for students with disabilities, and student self-determination in independently seeking accommodative support services during their freshmen year of higher education. The results of the study could show that a correlation exists between the lack of effective transition programming at the high school level and its direct effect on students with disabilities when they attend college. Research studies on disability related services in higher education have shown that hindrances encountered by students in obtaining support services are direct functions of unrecognized needs rather than lack of institutional ability (Kundu et al., 2003, p. 46). An effective transition-planning model is designed to recognize student deficits and future needs as they enter academic programming after high school graduation. The sharing of this information during the transition process with the student, family, and institution of higher education could increase instances of student sought support services due to now recognized needs. According to Wehmeyer (2007) students who are able to articulate their postsecondary goals and what supports and services are needed to achieve those goals, are well on their way to self-advocacy.

Limitations

This study seeks to investigate the college outcomes for students with disabilities as a direct result of their transition planning experiences, and personal student perceptions formed during transition planning based upon their disability diagnoses. The following limitations could exist within this study that could affect reliability, and may compel a need for further research: (1) possible differing response rates at two campuses dissimilar in size,(2) volunteer disclosure of disability, thus affecting internal validity of the study, (3) non-random selection of the two participating institutions, (4) participation is voluntary, thus could result in limited sampling, (5) difference in staff for available support between the two institutions that could affect student campus climate perception, (6) a lack of data collected on the collaborative roles among the high schools, special education programs, and state agencies that serve the students within the study, (7) a possible lack in gender and ethnic diversity due to voluntary participation. These items can affect the external validity of the study. Relationships in this study will be measured through correlation; however, a limitation is the directionality of the results if which variable that existed first is not determined. Furthermore, while correlational research can suggest that there is a relationship between two variables, it cannot prove that one variable causes a change in another variable. In other words, correlation does not equal causation. Essentially, they cannot prove cause and effect relationships (Cherry, 2018). Correlational research on the provision of transition programming during the high school years may show there is a relationship with self-determination, independent registration for disability services, and post-secondary outcome preparation; however, the study will not show if this variable actually causes these items. Although these

correlations may be found through the study, it will be impossible to ascertain the cause, only whether there is or is not a correlation.

Although these limitations due exist, researchers can take steps to avoid them during the research process. Regarding campus size and the demographic numbers per gender/ethnicity/diagnosis of students registered with disability services or the availability of staff to meet accommodations and campus resource needs; a researcher could elect to sample two or more larger universities which are similar, thus eliminating the potential threat of a limited sample size from a smaller university. However, this is not recommended if a researcher is looking to contrast between student needs and satisfaction at a small university versus a large university. Volunteer disclosure can affect the sample size of the study, as students may not feel comfortable disclosing their disability. This in turn can affect the internal validity and accuracy of the study. Researchers could find a larger sample size through addition of larger schools or another university in a specific area to ensure a larger demographic of students are surveyed. Due to the study being conducted in a random manner, a lack of control on sampling does exist. Whereas, if the researcher sent out requests to a variety of universities based upon specific measures (specific numbers of disability diagnosis) this could be eliminated.

Due to the voluntary nature of participation in the study, the amount and demographic of students could be limited. Alleviation of this issue for a researcher could involve a study where survey participation as a requirement prior to high school graduation, per IDEA and transition planning process requirements - to study the effects of successful matriculation for the student with a disability could occur. Surveys and

interviews could be added by researchers in order to gain insight, measure correlation, and determine multivariate analysis on a lack of data regarding collaborative roles among the high schools, special education programs, and state agencies that serve the students within the study. This information could be used to correlate relationships among the students and these agencies, and the relationships between the services provided and self-determination and climate perception at the post-secondary level, as well as measure the frequency of students who participated in accommodative services per programming received at that particular agency.

Despite the limitations in this study that could exist, the results may serve as a guide for the improvement of transition planning at local education agencies, and accessibility in post-secondary education for students with disabilities. Concerns for students with disabilities at the post-secondary level may be highlighted, and assistance in allocating further resources per a determined need could exist. Students with disabilities who have gender and ethnic specific needs per their personal perception would provide insight to researchers on changes to be made at the post-secondary level. Further studies could exist that would measure long-term student achievement post-graduation regarding employment and quality of life to determine the correlation between effective disability services from high school through university and beyond.

Summary

Newman et al., (2016) establishes further exploration is needed of the linkages between transition planning experiences and the receipt of disability specific and

generally available supports (tutoring, writing, and learning assistance centers) at the

post-secondary level.   Furthermore, it is necessary to examine and determine the

characteristics of available effective transition planning education; to include what

content to be delivered, when and for how long? Additionally, what are the

characteristics of schools and special education team structures that offer effective

transition planning education (Newman et al., 2016). This study seeks to provide data to

determine the correlation between transition experiences in high school and successes for

students with disabilities in post-secondary education. This study seeks to measure

whether high school transition experiences play a direct role in students' decision to

enroll in a college disability services program independently, or through other avenues:

Therapist, counselor, or professor referral, or state vocational or medical specialist

recommendation. This study seeks to build a foundation for further research in

answering the above questions.

Chapter 2: Review of the Literature

Former President Barack Obama had articulated his administration's higher education policy and noted that "education is the economic issue of our time" (Korbel, McGuire, Banrjee and Saunders, 2011 p. 37). The research sets out to answer the question as to why our graduation rate is going down when enrollment is up with new legislation in place to ensure all students have equal access. According to Korbel and colleague (2011) the former president suggested that by the year 2020, the United States should increase the number of college graduates by eight million, while noting that the country has fallen from number one to number twelve in the college graduation rates for young adults in a single generation. This includes both 'typical' learners and students with disabilities. With enrollments rapidly increasing at an annual growth rate of four percent and over nineteen million students in U.S. colleges and universities by the year 2011 (Korbel et al., 2011). This decline exists although enrollments are rapidly increasing at an annual growth rate of four percent (Knapp, Kelly-Reid, and Ginder, 2010). Synchronously this is the time of dwindling resources, unstable funding sources; ever changing technology; larger class sizes; increased emphasis on evaluation, assessment, outcomes, and accountability; changing student demographics; and the need for extensive student support systems (Grund, 2010; Jacobs and Hyman, 2009; Rothstein, 2007; Shaw, 2009). During this time period, students with disabilities enrolling in the college setting persists to increase with the growth of opportunities provided as Federal legislation continues to break down barriers that once made a college degree difficult to obtain. "Under the Americans with Disabilities Act, a civil rights statute, and its

amendments, qualified students with disabilities must have equal access to all programs

and services at the postsecondary level" (Korbel, et al., 2011, p. 38). Furthermore, the

reauthorization in 2004 of the Individuals with Disabilities Education Act (IDEA)

required school districts to provide students with disabilities a Summary of Academic

Achievement and Functional Performance (SAAFP) that measures a student's academic

and functional performance; and makes recommendations on how to assist the student in

meeting post-secondary goals as part of their exit from secondary school. According to

the National Center for Education Statistics (Knapp et al., 2010), nearly eleven percent of

enrolled students report having a disability. The National Council on Disability estimates

however that this percentage is closer to seventeen percent (Kessler Foundation and the

National Organization on Disability, 2010). As these numbers continue to grow

exponentially over the next decade and beyond, the need for effective transition

programming directly linked to personnel in higher education settings who foster self-

determination and self-advocacy skills to encourage self-identification and independent

registration for accommodative support will be apparent.

　　　　According to the literature, students with intellectual disabilities are now

seeking access to higher education, with attention directed to them in the Higher

Education Opportunity Act of 2008 (Korbel et al., 2011). It is further established

that these students will have very different goals and needs and may benefit more

from life skills and employment training than from services traditionally provided

by colleges and universities (Korbel et al., 2011). Whether or not the student may

benefit is no longer up to the school to decide, instead for the student themselves

due to legislative practices enforced to protect these educational rights. The

literature establishes that Federal disability legislation such as the Individuals with

Disabilities Education Act of 2004, Section 504 of the Rehabilitation act of 1973

as amended, and Title II of the American's with Disabilities Amendments Act

(ADA-AA) of 2008, were enacted as a means to facilitate the successful

inclusion, independence, and integration into society of all individuals with

disabilities (Gajar, 1998; Henderson, 2001; Horn & Berktold, 1999). Regulations

pertaining to post-secondary students with disabilities are vastly different from

those within the K-12 system (McGuire, 2010), and the implications for student

affairs personnel can be challenging according to (Korbel et al., 2011). Per

IDEA, many school age students with disabilities have benefited from

traditionalized instruction, advocacy services, and extensive accommodations

during their previous schooling experiences leading up to higher education. Many

of these experiences have resulted in parents and teachers taking a more active

role for the student regarding advocacy and accommodations than the student

themselves. This can create significant challenges for students in the college

environment as they have had limited opportunities to build self-advocacy skills

and have minimal personal decision-making skills. According to Kochhar-Bryant

(2010) students whose parents have assumed a strident advocacy role, sometimes

disparagingly described as "helicopter" parents, have adopted a passive coping

style instead of engaging self-advocacy which leads to weak goal setting and

decision-making skills, thus creating significant challenges for students with

disabilities in the college environment (Kochhlar-Bryant, 2010). In the K-12

system, these students are entitled to a free, appropriate, public education by the

Individuals with Disabilities Education Improvement Act of 2004, which was a

reauthorization of the original IDEA of 1990. The original act passed in 1975

known as the Education for All Handicapped Children Act mandated that any

public institution receiving Federal funding provide equal access to education and

one free meal a day to children with physical and mental disabilities. This

established a foundation that public schools would be required to evaluate

disabled children for the purpose of an educational plan development, with

parental involvement, that would provide educational access closely aligned with

the educational experiences of children without disabilities. During George W.

Bush's presidential term, this act was reauthorized in 2004 to include further

stipulations and guidelines that districts must follow to continue receiving Federal

funding, as well as comply with No Child Left Behind (NCLB) statutes and the

six main principles set forth, while calling for immediate regulations regarding

"highly qualified" teachers. According to the American Psychological

Association's website apa.org (2018) these six principles were established: Every

child is entitled to a free and appropriate public education (FAPE); when a school

professional believes that a student between the ages of 3 and 21 may have a

disability that has substantial impact on the student's learning or behavior, the

student is entitled to an evaluation in all areas related to the suspected disability;

creation of an Individualized Education Plan (IEP), and the purpose of the IEP is

to lay out a series of specific actions and steps through which educational

providers, parents and the student themselves may reach the child's stated goals;

that the education and services for children with disabilities must be provided in

the least restrictive environment, and if possible those children be placed in a

"typical" education setting with non-disabled students; input of the child and their

parents must be taken into account in the education process, and that when a

parent feels that an IEP is inappropriate for their child or that their child is not

receiving needed services, they have the right under IDEA to challenge their

child's treatment or due process (DREDF, 2008; Kastiyannis, Yell, Bradley, 2001;

Turnbull, Huerta, & Stowe, 2004).

 In review of the American Psychological Associations Advocacy and Education

IDEA website, the U.S. Department of Education (2010) explains that prior to IDEA over

4 million children with disabilities were denied appropriate access to public education.

Many children were denied entry into public school altogether, while others were placed

in segregated classrooms, or in regular classrooms without adequate support for their

special needs. In addition to the aforementioned regulations, they also establish that

Section 504 of the Rehabilitation Act of 1973 was enacted to further protect children with

disabilities. "No otherwise qualified individual with a disability in the United States shall

be excluded from participation in, or denied benefits of, or subjected to discrimination

under any program or activity receiving Federal financial assistance." (U.S. Department

of Education, n.d.). Not only does the Rehabilitation Act protect students with

disabilities in the K-12 setting or other programming which receives Federal assistance, it

also protects them within the college environment as many public and some private institutions receive Federal funding. This act requires that institutions of higher education provide equal access and remove barriers preventative of students with disabilities participating equally alongside their "typical" peers.

Students legally do not have to disclose a disability when applying for acceptance into an institution of higher education. However, if the student's intent is to secure accommodations at the college level that they have received prior, then the student should disclose in a timely manner after acceptance. Timeliness with seeking support services is essential to student success. Enacted by Congress in 1990, the Americans with Disabilities Act (ADA) is a civil rights law which prohibits discrimination based upon a disability. The ADA established that "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity" (ada.gov, 2009). These public entities include institutions of higher education and are not specific to academics only. Participation includes social organizations and clubs, athletics, dining, and residential living. Fair Housing and the Department of Justice have opened the door for students with disabilities to dwell on campus in their dormitory or residence hall without discrimination and with the accommodations that break down barriers to enjoy their home environment in the same manner as peers. According to the literature an example of a minimized barrier would be student's ability to reside with service, therapy, and emotional support animals on campus (Von Bergen, 2015).

Student Experience and Insight

Student input and data are a necessary component to inform research and to provide information about the programs, services and accommodations that are desired by students with disabilities (Kochar-Bryant, Bassett & Webb, 2009). According to Chambers and colleague (2007) student's experiences and insights have the possibility to provide valuable resources for the refinement and improvement of those services. Federal legislation recognized the importance of input with the Individuals with Disabilities Education Improvement Act (IDEIA) in 2004 and Section 504 of the Rehabilitation Act, which prohibits discrimination against individuals with disabilities whom participate in programming that receives federal financial assistance (U.S. DOE, 2018). The purpose of this legislation was to enforce compliance among districts and institutions whom receive financial assistance from the government, as well as to address the need for a smooth transition for students from high school to postsecondary education. The Individuals with Disabilities Education Improvement Act addresses the criteria for the design of individualized transition plans or a Summary of Performance (SOP), also known as a Summary of Academic Achievement and Functional Performance (SAAFP) through a collaborative effort with the student's participation. Students benefit when post-secondary planning is inclusive per the necessary skills recquired to foster self-direction; in addition to one's own disability awareness, and the self-esteem growth necessary to advocate for one's particular needs. Within the literature Summers, White, Zhang, and Gordon (2014) discuss findings that students who have limited knowledge of their legal rights and a lack of self-awareness and self-

determination skills during their transition from high school to post-secondary education, fail to seek the necessary services necessary for academic success. "Students must have knowledge of themselves and know that they have rights before they can self-advocate effectively" (AHEAD, 2014, p. 49). This self-awareness is sought to be developed during a student's transition planning through written measurable goals, developed inventories of interest post-graduation, and the maintained Summary of Performance (SOP) on the student's academic achievement, functional levels of performance, and recommendations for achievement of postsecondary goals (Summers et al., 2014) as mandated in the Individuals with Disabilities Education Act (IDEA) 2004. Transition planning must start before the student turns sixteen, be individualized, based on strengths, preferences, and interests; and offer opportunities to develop functional work and life skills (IDEA, 2004). Even with legislation in place and participation in transition planning, there is a gap in the development of self-awareness and self-determination skills. Despite a broad agreement in secondary settings on the importance of self-determination, these skills are not regularly incorporated into the high school curriculum (Cease-Cook, Test, & Scroggins, 2013; Fiedler & Dunnaker, 2007). The literature identifies and describes self-determination as both "process" and "complex" (Mithaug & Martin, 2003). Furthermore, literature shows that recent trends that emphasize a greater amount of academic time and a least restrictive environment that offers up opportunity for access to the general curriculum for high school students with disabilities, suggests that there will be restricted opportunities for instruction in self-determination and self-

advocacy (Fiedler & Dannaker, 2007). Thus, this creates a barrier for students during the transition planning process.

Challenges of Transition

For a student with a disability, transition is a process undergone continuously throughout the school career. It starts at a young age when transitioning from the home to early intervention or the school environment and continues as the student enters high school and plans for life after graduation. Transition planning between high school and higher education can be a cocktail of confusion, questions, and what ifs. This is especially true for those students who had minimal support at the high school level, or for those who were not introduced to self-advocacy and determination skills, or involved in their own planning. College is a daunting, challenging, and exciting experience for the "typical" student; for a student with a disability the know how or ability to adapt can be a real struggle. A struggle that if not met head on, could defunct their college career. Since the passage of the Americans with Disabilities Act (ADA of 1990, P.L. 101-336) more and more individuals with disabilities have been brought out of their homes and institutions and into the larger community. Consequently, these individuals have increased their employability, earnings, and quality of life by attending college and completing a postsecondary degree (National Council on Disability, 2003). According to the literature, statistics reported in 2003 that students with disabilities made up approximately nine percent of the total U.S. college population (Horn, Peter & Rooney, 2002; U.S Department of Education [USDE], 2000, 2003). Eleven percent of students in

undergraduate education in the U.S. reported as having a disability in 2011-2012 (U.S. Department of Education, National Center for Education Statistics, 2016).

Under the Americans with Disabilities Amendments Act (2008) a broader categorization of what qualifies as a disability went into effect. Due to this, it could be foreseen that more students with disabilities will enter college at higher rates than in the past. Furthermore, many students will choose not to self-disclose as protected by confidentiality laws, for fear of discrimination and possibly due to former experiences threat of potential stigma from disclosure (Barnard & Sulak, 2010), or whom have developed the ability to self-manage a disability that will not require accommodations or self-identification as a student with a disability (Denhart, 2008). At some point should these students choose to self-disclose, will be derivative of the transition programming they received during high school or other opportunities that may arise during their freshman year: professor or counseling referral, or as recommended by a medical specialist?

Students are recruited by colleges and universities across the nation for reasons related to athletics, academic programming, scholarships, race, location, and sometimes for disability specific programming. Within this recruitment hub, largely exists non-disclosed students with disabilities. Some students with disabilities will disclose a disability as part of the admission process, some after admission, and some will opt out of disclosure completely; whether or not they participated in transition planning or had an IEP. Stodden and Dowrick (2001) establish within the literature that completing a post-secondary education improves the likelihood that individuals with disabilities will be

employed; furthermore, "an important component of successful inclusion in society is employment and, as for all citizens, completion of an education to prepare for employment opportunities" (Sumner, et al., n.d., p. 245).

There is a disconnect in the understanding that accommodative supports at the higher education level occur only through the student's voluntary disclosure, and that the eligibility requirements differ from what they were in high school. Data in the Newman and colleague (2016) study indicate that one third to one half of students with disabilities reported not receiving transition planning services, thus showing a crucial area for improvement in future practice. For a student with a disability, transition is a process undergone continuously throughout their school career. This process commences at a young age at transition from the home to early intervention or the school environment, and continues on as the student enters high school and plans for life after graduation. Transition planning between high school and higher education may be brimming with confusion, questions, and exhaustive what if scenarios for the student with a disability. This may be especially true for those students who had minimal support at the high school level, or for those who were not introduced to self-advocacy and determination skills, or involved in their own planning. College is a daunting, challenging, and exciting experience for the "typical" student; for a student with a disability navigating this new environment and the ability to adapt may be a real struggle. A struggle if not prepared for through proper planning, could defunct their college career.

Although many students have a transition plan in place and often a Summary of Performance (SOP) as mandated by the Individuals with Disabilities Education Act

(2006) during their high school years; it is possible there is a disconnect somewhere within the transition planning process that may have an adverse effect on preparing high school graduates with disabilities for postsecondary success. The importance of finding a disconnect that may lead to this shortage of student preparation for post-secondary education, is essential in mending those gaps to eliminate unnecessary barriers that students could face: How and where to obtain services, self-disclose, advocate, explain one's deficits and needs, and securement of support services such as tutoring, learning support, and mentoring. "Until key supporters of students with disabilities, such as parents, teachers, and postsecondary agency representatives, come together in collaboration to best serve the needs of the students during the secondary and postsecondary transition process, continuous postsecondary upsets for some of the most vulnerable students will never cease" (Miller-Warren, 2016, p. 34).

The National Longitudinal Transition Study-2 (NLTS2) collected data over a ten year period on a nationally representative sample of more than eleven thousand students with disabilities from five hundred local education agencies and forty special schools across the United States (Newman, Madaus, & Javitz, 2016), and of these students, approximately three thousand one hundred and ninety (3,190) reported transitioning from high school to some type of postsecondary education and were followed longitudinally (Newman & Madaus, 2014b). It was determined through the NTLS2 study that "youth's experiences in secondary and postsecondary school are shaped not only by the immutable characteristics of students (disability category, gender, race or ethnicity) and household environments, but also by factors that have occurred in their past (academic preparation

and performance, transition planning, and those factors which are fluid and can change over time such as seeking supports in the postsecondary setting." (Newman & Madaus, 2014, p. 497).

It is important for high school transition coordinators to begin the postsecondary transition process when it is depicted by the state early in the student's high school career, and to factor in the reality of the student's barriers that need to be overcome or accommodated appropriately at the college level for student success. Although the ADA and Section 504 of the Rehabilitation Act of 1973 have granted students with disabilities the legal right of equal access to postsecondary education, individuals with disabilities do not access these rights in equal proportion to others (Kurth & Mellard, 2005). One possibility for this lower access may be the shift in responsibility for disability identification to be conducted by the school in the K-12 setting, to the student themselves at their request at the postsecondary level.   Kurth and Mellard (2005) cite this lack of request or underreporting of disability by students to their institution of higher education can be due to social stigma, however the authors also note that the lower numbers could be a result of universally designed campuses that make the need for additional services or self-identification unnecessary. Data collected in a survey of 761 college students with disabilities by West et al., (1993) found that eighty six percent of respondents had encountered barriers to education because of their disabilities, most of them were disability specific and directly related to the accommodations they did or did not receive. Often these student needs can be addressed through a college visit and subsequent tour of the campus. This is where it is imperative for transition coordinators to provide the

substance within disability services at the higher education level; the laws and regulations entailed, the importance of self-disclosure, and where to locate support services within the institution itself.   For high schools with a high population of students and limited personnel to provide this planning, challenges can exist preparing students for the next step. Another challenge that exists is those schools which over service students or provide inappropriate services, thus causing disproportionate numbers, is that the students enter college under the impression the very same services will exist and carry over in the same manner. Another issue at hand is when institutions of higher education give more recognition to class rank and high school grades than that of standardized tests. This can be a problem for the students with learning disabilities whom have acquired high school diplomas after completion of a modified curriculum (Spillane, McGuire & Norlander, 1992) as the student is given equal access and can be accepted into programming or college settings which they have not been prepared for in the high school setting due to higher grade point averages and ranks given from adapted and modified curriculums. Although the goal of accommodations is equal access and the removal of barriers, this can be a double-edged sword when the student does not self-identify to receive the accommodations that have contributed to their success in the past.   The student's ability to acclimate to the educational environment and to self-regulate is a challenge.

The research asserts that institutions of higher education must do more to increase their support services and staff development as a means of increasing programmatic access to education for students with disabilities (McCarthy & Campbell, 1993) and it has been noted that staff and faculty display a lack of knowledge and limited understanding

of disability issues and accompanying manifestations in the postsecondary setting, thus negatively affecting the manner in which these individuals interact with students with disabilities." (Pacifici & Elacqua, 1997; Kruse, McKinney, & Rapaport, 1998).

Self-Determination through Transition Planning

Effective transition planning for high school students starts before the age of sixteen and encompasses a curriculum which teaches students to facilitate their own individualized education program (IEP) meetings and identify future goals to be developed (Stanberry, 2010). During this process students practice self-advocacy, awareness, and determination skills that will benefit them beyond high school graduation. Self-determination is defined in the literature as "the ability to define and achieve goals based on a foundation of knowing and valuing oneself" (Field & Hoffman, 1994, p. 164). This statement is based upon a model that has five major components: know yourself, value yourself, plan, act and experience outcomes, and learn. These components allow self-determined individuals to exert some control over their lives through the ability to identify future goals that relate to the realities of their situation, including their own strengths and abilities (Ankeny & Lehmann, 2011, p. 280). Students able to master this self-determination, have the skills necessary to communicate their needs to those in roles able to help the students continue to advance, as well as offer solutions for them to pull back or divert from possible actions as needed. Self-determination is a lifelong skill that will continue to benefit the student upon their leave from post-secondary education, it is a lifelong liaison between the individual and society. Ward (1988) explained that achieving self-determination involves the person developing inner resources and

society's support and response to them. Essentially, who supports the students' efforts and the understanding about how their disability will affect the future, and what strategies are needed for success in that future. Within the model of teaching of self-direction lies three subcategories: locus of control, self-awareness, and goal-directed behavior (Ankeny & Lehmann, 2011, p. 282). Student understanding of these subcategories, and the skills derived from them during effective individualized transition planning in high school serve as a catalyst launching the student toward the next step in defining their educational needs.

Locus of control. Locus of control is internal and lies within the context of social conditions, the supports of individual choices, and supports which others elicit. Development of this inner strength and resources is more than a solo mission, this journey to self-determination requires the support of others (Ankeny & Lehmann, 2011). It is encompassed by those outside supports who encourage, teach, support, set boundaries, and foster growth. Locus of control within an individual is built both within a supportive home environment, and at a school. A study conducted by Trainor (2005) found that student's strengths and self-determination efforts are nurtured at home, and Zhang (2005) found that parents who had a higher income and education were more likely to engage in practices that fostered their children's self-determination skills. Although family members nourish these skills, they often lack the experience or the information to help students make important decisions about their future (Trainor, 2005). Thus, reinforcing the need for transition programming and quality professionals in the area of transition. The literature identifies family members as an integral piece of

transition planning in addition to the school system through their modeling of goal-directed behavior, support in the development of strengths and interests, and participation in their child's school environment. The locus of control developed serves as a catalyst to make proper decisions and seek the necessary support of others in the next phase of life after graduation.

 Self-awareness. According to Hitchings and colleague (2001) existing research has supported the importance of students with disabilities increasing their self-knowledge in regard to the impact of their disability. "Students need ongoing opportunities to develop self-knowledge, including and understanding their particular disability and its impact on their lives" (Alkeny & Lehmann, 2011, p. 286). Self-knowledge or awareness development begins through the IEP process and continues on as transition planning commences and persists. Through this process, the IEP team will help the students to see connections between their particular disability and the supports and accommodations needed now and in the future. This educational piece is imperative in order for the student to understand the specifics of their disability, what areas of weakness qualified them for special education services, and what steps are needed to take an active personal role in their education.   Inclusive participation with "typical" peers is also an important step in this process to help the student receiving special education services learn to socialize with, relate to, and identify strengths and interests among many variables. This occurs when the IEP team creates opportunities for inclusion in a venue that collaboratively engages both students with disabilities and their "typical" peers in conversations about identified disabilities and the special education services necessary. This serves to create

an inclusive environment for the student with a disability, while creating understanding and awareness for peers, which will minimize ostracization. Alkeny & Lehmann (2011) establish teacher's efforts should support an environment where student strengths are celebrated, and student needs and weaknesses are explained and understood. Early exposure to these situational experiences can build self-esteem and advocacy skills for a student, thus better preparing them for when they are in unfamiliar situations post-graduation.

   Goal directed behavior. Individualized Education Plans (IEP) revolve around needs-based goals that are individualized and designed to be attainable. Prior to the age of sixteen, goals begin to take shape to include post-secondary planning, or goals based upon future interests. Goal directed behavior is the third component of Field and Hoffman's (1994) self-determination model. The focus within this component of the model is setting goals, accomplishing them, and replicating the process. As students continually replicate goal setting behavior, opportunity arises to reflect upon their goal setting through the use of reflective practice. As the student maneuvers through the goal setting behavior, opportunities arise for reflection. "The promotion of recollection and reflection about significant life events can enhance students' understanding and acquisition of self-determination skills" (Alkeny & Lehmann, 2011, p. 286). It is important to make the entire process meaningful to the student. As noted in the literature, it is important for professionals to provide opportunities to engage students in joint recollection and reflection through their daily conversations, the IEP, and the transition assessment and planning process. The nexus from high school transition planning to the

request for special assistance or accommodative services is created when students

experience meaningful educational encounters and develop interpersonal relationships

where they are able to discern potential and recognize growth.

Post-Secondary Role in Transition Planning

A focus on student transition into the college setting is imperative to improve

retention and graduation rates as the number of students with disabilities enrolling in

higher education continues to increase. These outcomes have a compelling relationship

to subsequent wage-earning power (U.S. Census Bureau, 2002). Bridges built between

the high school, community, and post-secondary setting should begin prior to the

student's graduation year to ensure optimal opportunities for success. The Pennsylvania

Department of Education (2009) found that special and regular education professionals

accumulate a wealth of information regarding their students, including: life goals,

preferences and interests, functional and academic strengths and needs, needed

accommodations, and strategies for success; however, these formally were not used nor

presented in a useful or current format for use in the adult world. The Summary of

Academic Achievement and Functional Performance (SAAFP) or (SOP) as reauthorized

in 2004 by the Individuals with Disabilities Education Act has provided opportunities for

purposeful use of this gathered information. According to Pennsylvania's Department of

Education Bureau of Special Education (2009) effective practices support that the

completion of the SAAFP is not at the beginning of a student's post-school transition

planning, but the culmination of a thoughtful and comprehensive transition plan what was

initiated in the later stages of the student's middle school career or at the latest, the early

stages of high school (PDE, 2009). Students must have the opportunity to slowly

matriculate into what will be the next big phase of their lives. The Office of Special

Education through the Pennsylvania Department of Education (2009) establishes that the

provision of recommendations on how to assist the student in meeting his or her

postsecondary goals through a SAAFP report can also serve as a "bridge" that addresses

the next steps necessary to complete the transition process that has been ongoing for

several years.

      Promotion of active student engagement. The nexus between Student Affairs

professionals and Transition Coordinators can provide students with a well-constructed

path that begins in high school and ends at some point during the student's college career,

dependent upon their particular needs. "Student Affairs personnel across units have an

opportunity to promote active student engagement and improve the experiences of

students with disabilities by embracing a collaborative and inclusive model of practice

based upon self-determination and principles of universal design" (Korbel, McQuire,

Banerjee, & Saunders, 2011, p. 35). Successful matriculation for students with

disabilities into academics and social living post-graduation involves more than

assistance from the parents and transition coordinators, it involves academic affairs

personnel, residence life and dormitory staff, counselors, tutors, learning specialists, and

student disability coordinators. Just as the student grew during transition from middle

school to high school, it is expected they would continue to grow through transition post-

graduation with the proper supports. The numerous choices facing students in higher

education across social, academic, and personal domains offer opportunities for student

affairs personnel to reinforce decision making that build on personnel responsibility and self-awareness (Korbel et al., 2011). Compelling research on the connection between student's self-determination skills, academic success, and post high school outcomes (Goldberg, Higgins, Raskind & Herman, 2003; Konrad and others, 2007) service delivery philosophy, based upon the values of self-determination and self-advocacy should permeate student affairs. Korbel and colleague (2011) share that although collaborative partnerships are frequently discussed in the student affairs literature, little has been written about how to structure and use such arrangements to foster successful transitions for students with disabilities. The theory encased within this study would be to show measured successful transition for students with disabilities who seek accommodative services due to the nexus created between high school transition planning and the appropriate personnel in the higher education setting.

Ineffective or lacking transition planning. Although Federal legislation such as ADA and Section 504 of the Rehabilitation Act of 1973 exist to grant students with disabilities equal access, individuals with disabilities do not appear to access it in equal proportion to others (Kurth & Mellard 2006, p. 71). According to Richard (1995) one of the reasons for this lower access may be the shift of responsibility for identifying disability and requesting disability support services from the school in the K-12 settings, to the student in the post-secondary settings. There is a great body of literature available that describe the barriers to successful outcomes for students with disabilities entering higher education (degree completion, and attainment of higher grades). These three barriers include (a) students' lack of knowledge about their rights for accommodation in

postsecondary programs; (b) students' lack of self-awareness and their needs for accommodations; and (c) students' lack of self-advocacy and self-determination skills (Summers et al., 2014, p. 247). Barriers that can be eliminated through effective transition planning that encompasses a curriculum that teaches the necessary skills on self-direction and awareness as the student ages out of middle school and throughout their high school career. Students with disabilities who have limited knowledge about their rights and who do not request accommodations have been found to experience significantly lower levels of academic achievements (Barnard-Brak, Saluk, Tate, & Lechtenberger, 2010). Through direct instruction and collaborative IEP planning, students and educators have an opportunity to practice requesting skills and advocacy at the high school level. As students maneuver learning how to recognize their own barriers and what supports work for them, they will be able to build a skill inventory that involves confidence in requesting what accommodations they need. A skill that will follow them into their post-secondary education. Ankeny and Lehmann (2011) study found that although students were expected to participate in their IEP meetings, educators and the other adults present conducted the planning for the student. This can occur due to a student's lack of self-determination, or the lack of offered opportunities to build those skills due to meeting time constraints. An effective tool exists for special educators to teach self-determination: The Individualized Education Plan (IEP). Through active involvement and ownership within the IEP and transition process, students are offered meaningful opportunities to develop and practice these necessary skills (Lehmann, et al., 1999). Furthermore, it was found within the literature that it is important to listen to the

voices of the individuals with disabilities and recognize and examine the construct that they seldom resonate with the term *self-determination.* Instead students identify with the phrasing of setting a goal, accomplishing the goal, or setting new goals (Ankeney & Lehmann, 2011). Active engagement and participation for students with disabilities is reliant upon understanding the concepts, terminology, and steps involved within the transition process. Empowerment and esteem are derived from comprehension, application, and involvement.

Newman and colleague (2016) conducted a study to measure the effects of transition planning on post-secondary support received by students with disabilities and found that there are a myriad of reasons why students do not access necessary services: Including "fear of stigma, lack of self-advocacy skills, non-belief that services are needed, and lack of knowledge about available services or how to access them" (p. 509). There is a disconnect in the understanding that accommodative supports at the higher education level occur through the student's voluntary disclosure, and that the eligibility requirements differ from what they were in high school. Data in the Newman et al., (2016) study indicated that one third to one half of students with disabilities reported not receiving transition planning services, thus showing a crucial area for improvement in future practice.

Academic Challenges

Beyond high school, students with disabilities face academic challenges far greater than what existed in high school. The environmental comfort disappears as students seek to adjust to a new location, classroom environments, professors, peers, and

living situations. All these items factor into student academic success. The number of

students with disabilities who pursue higher education is increasing (National Center for

the Study of Postsecondary Educational Supports [NCES], 2002: National Council on

Disability, 2003), their success rates in terms of degree completion have not matched

their counterparts (Jones, 2002). Within the literature it is noted that this difference is

especially true for students with psychiatric disabilities who appear to have especially

low college completion rates (Hunt et al., 2010). An environmental shift can trigger

academic struggles for certain students, whereas others may be more affected by a variety

of new instructors. Hall and Webster (2008) compared metacognitive and affective

factors and found students with learning disabilities had higher levels of initiative and

resiliency but lower levels of academic self-efficacy and higher levels of self-doubt than

students with no learning disabilities. Proctor (2010) examined attributional style and

found that students with disabilities had a "more internal, stable, and global attributional

style" but had lower adaption and adjustment to college than their peers without

disabilities (p. 166). Students with physical disabilities may struggle to navigate a new

environment, those with strict diets may have difficulty adapting to the dining options,

students with sensory needs may find their living situation or classroom environments to

be uncomfortable, some may struggle in large classroom settings, and others may choose

not to self-disclose and seek out accommodations -which may prove detrimental to their

grade weeks into the semester. Focusing on the academic piece, students with disabilities

may not be prepared for the academic rigors expected at the college level. Many may

need remedial courses to bring them up to speed in Math, English, and other core subjects

before they are admitted into college level courses. This lack of preparation comes from a multitude of reasons: Poor high school preparation, easier work-loads or chunked course work, poor attendance, lower-level curriculum, and disproportionate graduation rank per modified curriculums. According to the National Center for Education Statistics, nearly 11 percent of enrolled students report having a disability (Knapp, Kelly-Reid & Geinder, 2010). However, the National Council on Disability estimates that the percentage is closer to 17 percent (Kessler Foundation and the National Organization on Disability, 2010). Newman & Madaus (2014) report that "thirty five percent of students with disabilities who received special education services in high school and later attended postsecondary education disclosed their disability, whereas ninety eight percent of the sample in the National Longitudinal Transition Study of eleven thousand students reported as receiving as least one disability-specific accommodation or service while in high school. Of the reported thirty five percent who disclosed, only twenty four percent received accommodations at the postsecondary level" (p. 498). Furthermore, students struggle to take on self-responsibility and attend courses on time, complete their coursework, effectively study, and seek out tutoring and other support services. This can be due to poor self-regulation, undeveloped organizational skills, anxiety and other disorders that amplify fear in requesting help.

Campus Climate

A focus on more than academics should be considered during the transition planning process, as campus life includes more than learning. Students will navigate new social constructs, activities, and even living environments for many. Due to this, campus

climate ought to be considered within the college transition process to better prepare and educate students on what to expect. Move in day is one of great stress and excitement for all students, and a day of anxiety and fear for many as the campus climate is ever changing, and a brand-new atmosphere for all incoming students. It is a time of creating new friendships and relationships, learning about one's strengths and weaknesses, learning new skills such as laundry, cleaning, and cooking, time management and organization, and pushing oneself from an established comfort zone. Possible comfort zones were built and existed over the student's last four years of secondary education. Some climates may be more accessible and opportunistic than others depending upon the campus culture and demographics, location, activities and supports, size and student body, and teaching philosophies. Often students pick colleges based upon a program of interest, athletics, location, or friends without assessing the whole picture. A disadvantaged picture can be a detriment to success. Shepler and Woosley (n.d.) explain that family members and professionals should be aware that homesickness is a normal experience for many college students and that the feelings of homesickness experienced by students with disabilities can differ very little from the same feelings experienced by students without disabilities. Additionally, "normalizing homesickness and encouraging independence and self-advocacy is likely to not only increase students' self-determination, but also improve their understanding of institutional procedures" (p.46).

A good transition program will minimize the possibilities of such through educating students with a disabilities on the college choices that are most suitable for their particular needs.

Social environment. Within the campus climate are the complexities of a social existence to include peers, professors, clubs and activities, sports, and eventually internships. Entrance into college ushers a variety of social changes for all students that include development of new friendships and dating relationships in addition to the above, that require social skills. For college students with disabilities this task can present a hardship; thus, creating a social barrier that can eliminate or prevent establishment of necessary social relationships that are essential to thrive during one's college years. Disorders that include (social disintegration, autism, anxiety, and bipolar) are examples of disabilities that affect how a person relates to another, the ability to read social cues, understand and feel empathy, confidence in talking and introductions, feelings of self-worth, and self-regulation in crowds can interfere with the student's ability to function, make friends, live with others, learn, eat comfortably, fit in, and progress through college.

Most institutions of higher education offer students the opportunity to live with another person or people within their own space that is not governed by parents or guardians for the first time in their lives. For most this can be exciting, and for those with disabilities, this can become an overwhelming and unwanted experience. Fear of the unknown or required changes in routine may create havoc for students who thrive in structured environments. Students who are awkward are deemed socially inacceptable by their peers and may struggle to meet social markers in the college environment. In comparison to their typical peers, students with disabilities may spend a significant amount of time alone or in the company of distant communication activities such as online gaming or Facebooking to make social connections.

Studies in the literature indicate that inclusion in social groups and having a connection to university professionals will likely lead to institutional satisfaction and a more positive perception of the campus environment for students with disabilities (Shepler and Woosley, n.d.). Furthermore, through examination of the perceptions of students with disabilities on the campus environment, it was indicated that "those students who reported more positive feelings about the campus climate were more likely to be satisfied with the institution in general" (p. 47). Typical peers struggle to understand and relate to others who do not fit into their viewed "ideal" stereotype. Often students with disabilities stand out from the social norms of acceptance and are less relatable to their peers. Exposure to an inclusive campus environment prior to semester arrival, with provided opportunities for engagement through bridge programming or summer opportunities may minimize negative feelings and enhance institutional satisfaction for students with disabilities.

Best Practices in Higher Education

Newman and Madaus (2014) establish the existing literature notes the impact of high school experiences on postsecondary receipt of accommodations and other disability specific supports. Lightner et al., (2012) found that students who received more transition planning in high school were more likely to self-disclose their disability earlier in college and then were more likely to have higher college grade point averages and earned credits by their sophomore year than those students who waited to disclose. Furthermore, Barber (2012) found that students who reporting holding negative attitudes about their special education experiences in high school, were more reluctant to seek out

college level support services. This particular student may need to acquire positive

experiences or build trusted connections once attending college before they self-identify.

Once they do independently disclose a disability, the possibility of measurement may be

derivative of a referral or recommendation in lieu of transition planning.

Transition planning includes an interest inventory that measures and outlines the

student's possible direction to be included within a plan of action during the student's

high school years that includes areas of strength and interests post-graduation. These

plans can include vocation, higher education, independent living, or assisted home

placement dependent upon the individual's disability. For those students with disabilities

seeking to attend institutions of higher education; transition begins well before

matriculation into the college environment and should include strategies to assist students

as they exit the collegiate environment. Newman and Maudas (2015) found that "those

students who received education on transition plans that directly specified needed

postsecondary accommodations and supports were more likely to receive disability-

specific supports at two year and career and technical education (CTE) schools" (p. 499).

Per this recommendation, institutions must plan ahead of time for such transitions,

creating partnerships across the university that are intentional about collaborating to

design meaningful programs. The literature emphasizes that these strategies must occur

during pre-admission, enrollment, and upon exit (Korbel, et al., 2011). Those plans which

include higher education are designed to introduce the student to different institutions that

are appropriate for their areas of interest and skill level. In addition to disability specific

supports, postsecondary institutions should offer a range of academic programs and

services to support the achievement and progress of all students, including students with

disabilities. An example of such are learning assistance centers, writing and study

centers, college learning centers, tutoring services, and other types of academic assistance

(Arendale, 2004; Trammell & Hathaway, 2007).   A successful transition program begins

with pre-admission and will introduce the student to their intended program and provide

the necessary information on how to apply for admission, seek out necessary resources,

and advocate for oneself. In a synthesis of the literature, Garrison-Wade and Lehman

(2009) proposed a conceptual framework for understanding the transition to college, in

which they discuss three areas for improving the transition: (1) preparing for the

transition (including self-advocacy and development), (2) planning the transition, and (3)

accessing necessary services and supports at the college. During enrollment transition

strategies should work on the selection of appropriate courses aligned with student

surveyed interests and encourage visits to appropriate areas on campus. Literature and

conducted research by Korbel et al., (2011) declares a partnership between the disability

services office and admissions offices, financial aid services, orientation, and public

relations is essential to raise awareness about inclusion in the pre-admission phase of

transition. Furthermore, "across the continuum all support services can enhance student

engagement by crafting internal policies and protocol that address accommodations,

access, and service delivery" (Korbel, et al., 2011, p. 41).

   Effective strategies for learning or current supports provided. Upon entrance

into the college environment, students with disabilities are often at a disadvantage in their

knowledge of effective strategies for learning or how to seek out the supports needed for

their success. The key to limiting this disadvantage is a quality transition program

conducted during the high school years. Students that are able to recognize their own

deficits and implement learned strategies to be successful are more apt to successfully

remain in college and graduate. Those students who cannot delineate what strategies to

use; yet were exposed to methods on how to seek support, also stand a quality chance of

navigating the college environment up through their graduation. The literature states that

secondary education professionals (e.g., special education instructors and guidance

services professionals) and family members may play a key role in helping students with

disabilities achieve in postsecondary education settings in key ways. "Educators and

family members can assist students with disabilities in recognizing their potential by

working with students to set realistic goals (Shepler and Woosley, n.d., p. 45), and that

such goal setting may be most effective when not limited to simply determining a major.

Instead, professionals and family members should work with students to examine what

types of institutional support, choice of majors, and student organizations or student life

exist at various institutions." It is further stated that such planning may contribute to the

student's success in transitioning from high school to post-secondary study and the

university social milieu (Shepler & Woosley, n.d.). Often for many students with

disabilities, seeking out support is a learning process after some difficulty with studies,

referral for support services from professors, or even possible dismissals due to poor

academics. A strong transition program in high school will educate the student with the

disability to seek the necessary resources from the start of the semester, even if the

student believes the supports will not be needed. Here the importance lies in the

knowledge gained of where to reach out for necessary support, how to obtain it, and the appropriate college personnel who can apply the strategies needed for success. The literature finds that after the student selects an institution and gains acceptance, guidance counselors and special education professionals may further contribute to the students' integration experience by working together and with students to plan. An example of this would be secondary professionals recognition of the types of interventions which led to a student's success in high school and subsequently communicate this information to the post-secondary specialists in pre-arranging academic expectations (e.g., appropriate course planning, transportation, and number of credit hours for which a student should enroll) and services (e.g., note takers, scanning textbooks into electronic format, access to mental health or psychiatric services and learning center tutors) (Shepler & Woosley, n.d.). Furthermore, the literature establishes that by involving students in their educational planning process, they may experience increased commitment to obtain a degree and feel more confident, or self-determined, in their ability to complete their academic (and social) goals. Even with all the appropriate supports in place, some students are not ready to navigate an environment away from home with more intense academic requirements, and with strange peers. This is a significant change for any student and can be especially strenuous for a student with a disability who has relied upon the same routine for the last several years. Peer mentorships, established support services, introduction to the campus community prior, and professor meetings are essential forms of engagement for student success.

Office of Services for Students with Disabilities

Precursory to college enrollment and the compilation of academic challenges, campus climate, and social environments is the knowledge for students on where to obtain services and resources designed to ease in the navigation of those constructs. Institutions of higher education who receive Federal Financial Assistance must provide services for students with disabilities through a designated liaison at the institution of attendance. Increased participation in higher education by students with disabilities is an outgrowth of the Rehabilitation Act, the Americans with Disabilities Act (ADA, 1990) and its subsequent amendments in the Americans with Disabilities Act Amendments Act (ADA-AA, 2008) (Summer et al., n.d.). This person is referred to an ADA Coordinator, Disability Services Coordinator, Disabilities Specialist, or a Director of Disability Services. Early on, ADA regulation state that "public entity" shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity" (U.S. Department of Education, Office of Civil Rights, 2002). Moreover, this designee is responsible for more than the academic or accessibility piece; aids in how to maneuver socially and behaviorally may play a significant part the student accommodation process.

Disabilities personnel. The persons in these roles are responsible for evaluating documentation, accommodation design, advocacy, faculty and staff training, compliance, acquisition of assistive technology and other necessary equipment for students, university disabilities representation, budgetary management, and other disability related matters

required by the institution. To facilitate the above services, many post-secondary

institutions have offered supports through Disability Support Services (DSS) offices

(Adams & Proctor, 2010; Black, Smith, Chang, Harding, & Stodden, 2002). At some

colleges and universities this position is merged with the counseling center, where

licensed counselors will provide necessary services as related to their area of expertise.

In this role the personnel must maintain compliance with Federal ADA laws and Section

504 of the Rehabilitation Act, as well as the Fair Housing Act and Department of Justice

Regulations regarding on campus living and service animals. Larger universities will

employ several entities within the disability services office. There will be a director and

one or more coordinators. Additionally, assistants, testing coordinators, assistive

technology aids, and office assistants may exist to ensure that all students'

accommodations and needs are met, and the institution operates in compliance with

Federal laws and the guidelines set forth by the Office of Civil Rights. This is especially

important as the numbers of students with disabilities has increased; so has the

complexity of the types of disabilities which qualify for assistance via modifications,

adjustments, and accommodations. Amendments in legislation now include various other

conditions that afflict today's college student to be categorized as disabilities, which are

qualifiable The literature also addresses the importance of sharing information across

offices in a confidential and professionally ethical manner to ensure that all appropriate

offices have the student information needed to provide necessary comprehensive services

(Korbel et al., 2011). Furthermore, Korbel and colleague (2011) stresses the importance

of promoting collaborative transition strategies for students with disabilities remains an

institution-wide priority. Whether through organizations, support services, clubs, academic personnel, housing, or volunteer organizations; a positive student engagement experience during college will design the necessary skills for building engaging relationships following graduation and throughout life. "Sixty years of research on college impact demonstrates that the most important factor in student success – more important than incoming student characteristics – is student engagement, that is, student's investment of time and effort in educationally purposeful activities" (American College Personnel Association and National Association of Student Personnel Administrators, 2010, p. 8). for needed support services.   Complexities of these types of disabilities have changed dramatically and now include students with psychiatric disorders, chronic health conditions, autism spectrum disorders, and severe food and environmental allergies (Harbor, 2009; U.S. Government Accountability Office, 2009). Ergo, relay of information on disabilities personnel, diagnosis personnel, and types and location of services is of vital importance to a high school transition planning program.

Accommodations. A student with a disability may receive modifications or changes to the way their academic instruction is delivered and assessed. These accommodations at the K-12 level occur through the development of an Individualized Education Plan or a 504 Plan written by the school's delegated Special Education Teacher and Committee on Special Education Chair, with participation by guidance counselors, school psychologists, advocates, and the parents. These documents are reviewed and adjusted yearly until graduation. Within these plans exist transition planning, which outlines the student's plans post-graduation and includes information on

disability services at the college level as well as goals to meet with institution's special education delegate for receipt of accommodations. At the higher education level, former documentation is reviewed and the students right to reasonable accommodations is implemented. An intake meeting is conducted through the disability services office at the institution of higher education, where the student and the delegate determine what accommodations will be reasonable per the courses they are taking each semester within the college environment. "Adjusting to the college environment presents challenges for all students; however, for students with disabilities, the responsibility of managing their accommodations along with their academic coursework presents a set of challenges that are unique to these students" (Getzel, 2008, p. 208).

Institutional support and faculty. Support by the institution and its faculty for students with disabilities should have no boundaries. Educational environment, location, student numbers, programming and majors, cultural demographics, and professor culture all play a significant part in supportiveness. Ongoing research and training is an essential part of molding how supportive an institution is. Korbel et al., (2011) establishes that partnerships between the disability services office and other campus entities to include admissions, financial aid, student affairs and orientation, public relations, and campus teaching personnel is essential to raise awareness about inclusion in the pre-admission phase of transition. Furthermore, "across the continuum all support services can enhance student engagement by crafting internal policies and protocol that address accommodations, access, and service delivery" (Korbel, et al., 2011, p. 41).

Lack of knowledge in working with these students may be due to the continuous changing of Federal regulations over the past several decades as well as limited exposure to methodologies of teaching students with disabilities during college studies and professional development. Often, education programs of the past did not prepare educators to teach specialized instruction, or how to work with students who receive special education services or modifications and accommodations. Dependent upon how long a professor has been teaching and their background may determine the willingness to learn new skills or view accommodations as necessary, and not just an easier method of learning. Many newer instructors are familiar with changes in legislation, and with the improvement of technology and its heavy use in the classroom, many students are learning in more universal environments. This universal teaching process however comes with exposure, professional development, and a willingness to improve upon oneself and teaching modalities. Once an institutional representative has established themselves as the advocate and coordinator who represents students with disabilities on campus, rapport and institutional support can be developed. Large institutions often employ several positions within the disability services office, whereas smaller institutions may only have one representative that can effectively meet the student's needs. Effective transitions involve institutional support and co-curricular engagement, intentional collaboration between disability service providers and units that emphasize involvement (residential life, student activities, fraternity and sorority life, community service) is needed.

Furthermore, education of staff and student leaders about universal design and self-determination principles, as well as legal mandates, is an important first step in making the rich collection of activities welcoming to all students (Korbel, et al., 2011, p. 42). Push back does exist from personnel who may not fully understand the basis behind certain accommodations, or for those professors who feel that their course integrity is compromised. It is important for the university representative to hold trainings on regulations, types of disabilities, and common accommodations to curb this mentality. Furthermore, the representative should reach out to meet and discuss items of interest with the institution and the professors to build positive meaningful relationships, as well as explain in understandable language the basis behind certain recommendations. When faculty feel supported and heard they may be more flexible and less apprehensive, which may result in a successful move forward when seeking needed institutional support.

Self–Determination and Awareness.

Success in college for any student is based upon one's own self-awareness and ability to represent oneself on several avenues. Often this is a struggle for students with disabilities due to poor past experiences, or a lack of effective learning or introduction on how to present oneself or seek out the necessary assistance. Time management, organization, and functionality within a new environment full of new people is an essential skill for all college students. This skill is often one that comes with difficulty for many students with disabilities and is known as self-determination. Hong, Ivy, Gonzalez, and Ehrensberger (2007) explain in their research that students with disabilities are not self-determined, as evidenced by their difficulties in setting and achieving goals,

making decisions, and self-advocating for recreational and social opportunities.

Furthermore, researchers found that students with disabilities were less likely to take on

leadership roles, more likely to lack self-control and self-discipline, less likely to have

developed facets of their identities, and had poorer academic skills in general (Hong et

al., 2007, p. 33). This could be due to a lack of self-awareness, management of certain

behaviors derivative from the disability, or out of fear of exposure. Many students with

disabilities attend college with the idea of keeping their disability private. Often this is a

result of poor past experiences and discrimination, and now the students want to blend in

and be what society deems as "normal." Others may fear that it can affect employment

after college, and some do not realize that the services received in high school may also

be available at the higher education level. The latter should never occur, as transition

services during high school as mandated by IDEA are designed to provide this

information on student rights and access to services at the college level.

     Skills for college success. To promote self-determination, campus personnel

could provide academic advising counselors who use an interview protocol that asks

students to list their learning strengths or weaknesses, and includes an optional disability

disclosure statement. It is however important that advisors are familiar with any

institutional policies relating to students with disabilities, such as course substitutions and

reduced course load (Korbel, et al., 2011). Often students with disabilities have

insecurities when they approach new staff and faculty, and peers. Within the literature it

is established that students can become increasingly more responsible for their own

access needs through the promotion of autonomy and self-determination skills taught

through the campus disability services office. Woosley and Sheplar (2011) elaborate that instead of taking responsibility, advocating, and coordinating accommodations for their children, parents may best service their college-aged children by encouraging them to continue developing a sense of independence and self-sufficiency. Such self-directed involvement may assist students in developing a valuable working relationship with campus personnel, such as the disability service professionals, that can deepen their sense of connection to the university community (p. 46). A role that transition coordinators and special education teams can foster during the high school years for college bound students by guiding parental role changes, and building student independence and self-advocacy skills. This role switch during the high school years would serve as a lifetime benefit for the student with a disability.

Student Engagement.

If institutions are to make a meaningful impact on transitions for students with disabilities, they must attend to and assess such process dimensions as student engagement, the quality of the learning environment, and the availability of academic and social supports (Korbel, et al., 2011). When entering institutions of higher education all students need engagement. Student athletes find engagement with fellow athletes and coaches, students in various majors such as chemistry, math, nursing, and others of a certain caliber seek out engagement through associated clubs. Those interested in volunteering and social connections engage with Greek life, and those who are looking for extra support seek out engagement through Federally funded programs such as TRiO. Regardless of the type of student, several types of engagement exist within the college

experience for all students, disabled or not. Many options of engagement are open to all students, and some require membership, certain majors, income specifications, or certain grade levels or GPA's.

Engagement is important for student success as it builds social and academic relationships, builds confidence, and prepares students for the future beyond graduation. An important component of engagement is self-determination; which is the ability for a student to self-advocate. A skill that is essential for a student with a disability, and a skill that must be learned during the transition years leading up to higher education. According to Field and colleague (1998) self-determination encompasses an array of skills, knowledge, and beliefs that facilitate an individual's engagement in goal directed, self-regulated behavior (Field, et al., 1998, p. 35). Regardless of the type of engagement available, it is important that students with disabilities seek out some sort of means in connecting with other students, faculty, staff and departments across campus. As the number of students with disabilities increase within the college population, a focus on their transition through college is imperative to improve retention and graduation outcomes that have a compelling relationship to subsequent wage-earning power (U.S. Census Bureau, 2002). Collaboration and strategic partnerships with entities outside of student support services or the disabilities services office can assist in the creation of a collaborative model for student engagement. A cooperative approach engenders benefits beyond simply improving service delivery or increasing student engagement. The literature suggests that if disability service units partner with residential life and student activities to expand the involvement of students with disabilities in leadership

development programs: That collaboration fosters the development of shared

assumptions about the value of universal design that could lead to improved procedures

and practices for all students, whether they are pursuing leadership activities or not

(Keeling, et al., 2004). Open collaboration conducted in an open, professional, and

confidential forum fosters understanding and acceptance among entities and programs in

the institution that do not directly work with students with disabilities. Well-developed

collaborations can create healthy cultural norms among participating units that can

"transform working relationships and re-focus energy away from competition and the

maintenance of silos toward cross-functional planning and shared responsibility"

(Keeling et al., 2004, p. 69). Through this process of shared responsibility, the disability

service offices and counseling centers whom work with students with disabilities are not

operating as individual silos with limited communication or knowledge shared on

students or programing, but as a collaborative network or open farm which is designed to

support all students. This assists in the reduction or minimization of insecurities or low

self-esteem, poor social skills, and a lack of knowledge in types of engagement that exist

and often plague students with disabilities.

It is important that transition coordinators address types of engagement and how

to access them during high school transition programming. The more a student is

exposed to and familiarized with college engagement opportunities, the more they can

independently and confidently seek out available opportunities when necessary. As

important as it is for transition coordinators to recognize this needed facet of transitional

planning, it is equally as important for the university representative for disability services

to understand the need for engagement and to actively provide multiple diverse opportunities for students with disabilities to engage on campus. Moreover, it is important for student affairs to collaboratively brainstorm particular engagement strategies that are congruent with the culture of the institution and have a demonstrable positive outcome. The research clearly emphasizes that engagement programming does not exist on the continuum of student affairs only. If effective transitions are to be an institutional priority, the perspectives of these students and those who serve them should be present at the president's table (Keeling et al., 2004). The literature also addresses the importance of sharing information across offices in a confidential and professionally ethical manner to ensure that all appropriate offices have the student information needed to provide necessary comprehensive services (Korbel et al., 2011).   Furthermore, Korbel and colleague (2011) stresses the importance of promoting collaborative transition strategies for students with disabilities remains an institution-wide priority. Whether through organizations, support services, clubs, academic personnel, housing, or volunteer organizations; a positive student engagement experience during college will design the necessary skills for building engaging relationships following graduation and throughout life. "Sixty years of research on college impact demonstrates that the most important factor in student success – more important than incoming student characteristics – is student engagement, that is, student's investment of time and effort in educationally purposeful activities" (American College Personnel Association and National Association of Student Personnel Administrators, 2010, p. 8).

Concluding Statement

Newman et al., (2016) exhibited that further exploration is needed of the linkages between transition planning experiences and the receipt of disability specific and generally available supports at the post-secondary level. Furthermore, student developed self-determination skills fostered during the transition planning process in preparation for self-advocacy and disclosure of disability to ensure appropriate academic supports should be present to establish that linkage. According to Wehmeyer (2004) self-determination is defined as a complex set of skills to include problem solving, self-awareness, decision making; and organizational practices that are designed to provide students with necessary opportunities to practice the skills which build self-determination. Moreover, self-determination has proven to be an imperative skill for students with disabilities in the postsecondary setting. The necessity of the introduction of such skills during the high school years within a transition planning process is foundational for the student looking to attend higher education. The ability to request necessary and critical accommodations at the college level may prove to be a challenge for a student with a disability who did not receive foundational instruction on what the high school to college transition process entails (Eckes & Ochoa, 2005). This study will seek to provide data to measure a correlation between the transition planning processes during the high school years, and student successes in post-secondary education per developed self-determination skills and willingness to independently seek out academic support services. Measured data could provide educators with key information on the direct correlation between quality

transition planning (QTP) and college success beginning their freshman year for students with disabilities.

Growth in Academics and Higher Education

Over the past several decades in addition to revised Federal laws providing increased access and equality for students with disabilities, academics in higher education have improved to include technological advances and universal methods of delivery for instructional material. Both areas that stand to benefit the learning styles of students with disabilities. Furthermore, the face of education has changed over the years both at the K-12 and higher education levels with the implementation of Federal regulations that guide today's educators on how to teach in an equitable and equal manner using universal design systems and technology. Regulations within the K-12 system are the Individuals with Disabilities Education Act (IDEA) passed in 1990 by U.S. Congress; previously known as the Education for All Handicapped Children Act of 1975. This act was designed to ensure that children with disabilities have the same access and equality in education as those children who are not disabled through Free and Appropriate Public Education (FAPE) with the provision of necessary related services. Federally mandated related services opened the door for the enforcement of curricular changes, academic modifications, and inclusive environments for students with disabilities. As these regulations were re-authorized, improved upon, and implemented over the past several decades, the face of education has changed and academic opportunities have grown tremendously for special populations. Research establishes that historically disabilities have been viewed as defects or deficiencies in individuals that set them apart from most

other people, leading to a response of fixing or remedying what is perceived as wrong or providing assistance that can be viewed as special consideration of those who are disabled rather than a more inclusive approach (Wolanin & Steele, 2004). It is with this tremendous growth and proven research that all facets of learning at the higher education level are introduced within the transition planning model. Inclusivity of teaching styles and incorporated technologies per the institutions of interest for students with disabilities during their transition planning process.

Chapter 3: Methodology

Elaboration upon the requirements of disability services at the higher education level, the laws and regulations entailed, the importance of self-disclosure, and where to locate support services within the institution of higher education itself is imperative for high school transition programs (Eckes & Ochoa, 2005). The information and data collected from this study has the potential to bring awareness to a need for improvement of current high school transition practices and college disability enrollment services; for further enhancement to meet best practice guidelines in both secondary and higher education to prepare students with disabilities for the next step.

Research Questions

1. What correlation (dependent relationship) exists between transition programming during high school and student independent registration with disability services in college for access to accommodations?

2. What correlation (dependent relationship) exists between transition programming during high school and student perceived personal skill development of self-advocacy and self-determination in college?

Setting and Participants

The setting for the study is two public universities within the Pennsylvania State System of Higher Education (PASSHE) that both serve a similar diverse population of students; Slippery Rock University and Mansfield University (see table 1). The purpose for selection of these two institutions included their participation in the Pennsylvania State System of Higher Education (PASSHE), and the accessibility for the surveyor as a student of Slippery Rock University and a faculty member of Mansfield University. Table 1 shows the demographic composition of each university as a whole.

Table 1

Demographic Information for Each University

Gender	Mansfield University	Slippery Rock University
Male	40.2%	56.7%
Female	59.8%	43.3%
Age		
-18	.4%	2.0%
18-19	33.3%	32.9%
20-21	34.2%	35.1%
22-24	17.5%	16.0%
25-29	7.1%	5.4%
30-34	2.6%	3.4%
35+	4.9%	5.3%
Race/Ethnicity		

Caucasian	85.4%	81.4%
Black/African American	5.3%	9.7%
Hispanic/Latino	2.3%	3.4%
Non-Resident Alien	1.3%	.7%
Asian	.8%	.8%
American Indian /Alaskan Native	.2%	.1%
Native American/Pacific Islander	.1%	0.0%
Unknown	4.7%	3.9%
U.S. Resident	99.20%	99.55%
International Resident	.80%	.45%

Requirements

Eligibility for this study requires participants to be (a) second year standing or sophomore level students; (b) live on campus and attend courses traditionally; (c) or (d) a combination of the classroom setting and online; (e) registered with the disability services office at the university. The purpose for second year students was to include all potential students whom independently identified with the disability services office during their freshman year; fall or spring semesters. Survey of second year students allows for the measurement of how a student chose to register: Per transition planning, referral by professor, counselor or therapist, or recommendation from a medical professional. Students will qualify for the study regardless if they received transition programming in high school or not. This is due to the study's purpose of measuring effectiveness of transition planning as it correlates to the support services path a student chooses upon enrollment and attendance. Those in the study will be recruited confidentially through the

Disability Services Coordinator in the Disability Services Office at Slippery Rock

University (SRU), and through myself as the Disability Services Coordinator at

Mansfield University.

      Recruitment procedures. The SRU Disability Services Coordinator will be

contacted through an informational letter (Appendix A) with a follow up phone call one-

week post letter that outlines the study and criteria for student participation. The SRU

coordinator will be asked to recruit second year standing or sophomore students

registered with the disability services office to participate in the study via an email

(Appendix A) sent out from the coordinator of that office. The email will contain an

official survey recruitment letter (Appendix A) provided by the surveyor with an

informational letter (Appendix A) on the study. The coordinator will offer information

during office meetings with students and request participation through personal provision

of the survey recruitment letter via email or during regularly scheduled meetings with the

freshman students. During the recruitment process, the coordinator will explain how to

access the confidential survey link and provide the instructions on the survey

participation. The communication will establish that the student participation is

voluntary and all information will be confidential. Once students sign up to participate,

an informed consent form will be provided through a link prior to their ability to start the

survey. If this consent form is not completed, the student cannot move forward into the

study. Students are also able to leave the study at any point in time. Written permission

has been received to utilize the survey instruments within this research study.

Incentives for participation. Two incentives were offered at each university totaling one hundred dollars through a drawing at conclusion of the survey collection for participants of an academic nature: One $25 gift card for each university bookstore and one $25 Amazon gift card for each university. Students at both universities, who participated put only their name and contact information into a separate link. This link was accessed upon completion of the survey.

Data Collection Methods

This study did not impose an intervention or manipulate variables for an outcome measure. Instead of manipulating a variable to cause change, this study sought to identify a correlation between the variables of transition planning in high school and the outcomes identified in each research question: Independent registration for disability services for access to accommodations, and student perceived skills built in self-advocacy and self-determination.

Demographic information survey. The Demographic Information Survey (DIS) (Appendix B) measured student demographic information on a qualitative nominal scale to include gender or other, ethnicity, type of residence, primary language, diagnosis (learning or mental health disability/ disease), receipt of special education services in high school, accommodations received, transition programming received, age of college start, major, participation as a traditional student, and living arrangements. Survey information included disability diagnosis identification, and whether the student carried a multiple disability diagnosis. A statement at the beginning of the survey informed the student that questions are optional and can be skipped according to the choices; however

are necessary for valid results. The survey was designed to take the student a maximum of ten minutes to answer and was designed to be short and precise for easy comprehension. Demographic survey questions are located in the appendices below.

QTP survey. The Quality of High School Transition Preparation Survey (QTP) (Appendix C) measured the quality of student preparation during high school transition and consisted of questions directly related to transition service receipt and perceived self-determination and self-advocacy skills for students with disabilities in post-secondary education (Morningstar, et al., 2010). The scale rating is based on a qualitative ordinal Likert Scale that provided information in an orderly manner from (a) Strongly Disagree (b) Disagree (c) Neutral (d) Agree (e) Strongly Agree, that were descriptive to the question. Participants were required to select one of five responses that reflected differing levels of intensity of the activity that was surveyed. This QTP survey has been normed on a college population and was designed to measure the quality of high school transition through a series of questions broken into three sections: Student involvement in transition planning, perceived skill development in self-advocacy and self-determination, and postsecondary outcome preparation (Morningstar et al, 2010). At twenty-eight questions, the survey should have taken the participant no more than thirty minutes to answer with a rate of just over a minute per question. Some students per their learning disability may have needed a little bit longer to read and respond. This survey was utilized in the study by Morningstar et al, (2010) on the relationship of transition preparation and self-determination for students with disabilities in post-secondary education and adapted by Ramsdell (2014) with permission to use.

In the development of this survey, "researchers identified overlapping variables of high-quality secondary transition programs as identified by transition program evaluation measures including the *TransQual* (Brewer, 2006), *Taxonomy for Transition Programming* (Kohler, 1996), and the *Quality Indicators of Exemplary Transition Program Needs Assessment"* (Morningstar, 2006) (Morningstar, 2010, p. 13). "Specific survey items from the NLTS-2 (Wagner et al., 2005) were also used to determine common variables of transition programs" (Morningstar et al., 2010, p. 84). Within the literature, the researchers identified five categories of secondary transition indicators that explicitly focus on self-determination and postsecondary preparation. The first category was student involvement in transition planning and IEP meetings, and the second was skill development and opportunities for self-advocacy and self-determination. Both categories were addressed within this study as this study seeks to determine how category one: Student involvement in transition planning correlates with category two: Level of self-determination. According to Morningstar (2006) the researchers identified the third category as postsecondary education preparation, with the fourth category listed as independent living preparation. Finally, the fifth category is career preparation. Through use of these categories, the authors completed a qualitative content analysis that identified fifty indicators across all instruments. The above items fell into one of three categories, which were present within the research questions in this study: Student involvement in transition planning, perceived skill development and opportunities for self-determination and self-advocacy, and postsecondary outcome preparation.

The survey was completed online through the confidential survey tool SurveyMonkey that was designed not to provide any private information; and was compliant with Section 508. Students had the option to place their email address into a separate database from the survey for entry to win the prize offered for survey participation once they completed the survey. Results were analyzed via SPSS statistics through the Mann-Whitney U test. Through this statistical test results were measured, graphed, and displayed in a quantitative manner to present the following student outcome measures: Student level of self-determination, and independent self-registration with disability services for accommodation receipt as the dependent variables, and how they correlated to the independent variable of quality transition planning received in high school.

Data Analysis Methods

Investigation on how quality transition planning (QTP) or the lack of quality transition planning in high school (IV) correlated to student perceived levels of self-determination (DV) and willingness or ability to independently seek accommodative disability support services during their freshman year (DV) was conducted through the use of a QTP survey of second year standing or sophomore students registered with the disability services office at two universities within the Pennsylvania State System of Higher Education; with analysis via the Mann-Whitney U test in SPSS Statistics. The purpose of the Mann-Whitney test was to separate the participants into two different groups (A & B) based upon the characteristics within each group, however not between the groups (statistics.laerd.com, nd). Within this study the characteristics of two separate

groups consisted of those students who identified as having QTP programming (Group A) yes, and those who did not receive QTP programming (Group B) no, however the commonality amongst the two groups was: Second year or sophomore students registered with the disability services office. The strength and direction of the correlation that exists between the two ordinal dependent variables; levels of self-determination and independent registration of the projected outcome and the ordinal independent variable of two categorical groups: QTP yes (A) and QTP no (B) collected from the surveys was analyzed through use of the Mann-Whitney U test. The Mann-Whitney U test was utilized to compare the medians of the dependent variable (registration and self-determination) of each of the independent variables (QTP Y group and QTP N group). This analysis calculated whether the scores on the dependent variables were different within the two independent groups (e.g., QTP yes in Group A and QTP no in Group B) to determine if there was a difference in numbers of students who were self-determined and whom chose to independently register for disability services during their freshman year.

From the study the following assumption existed: As the number of students with QTP yes increased, so did the levels of perceived self-determination and student numbers of independent disability services registration. Furthermore, the numbers of referral to student disability services due to high school transition programming received correlated with an equal measurement of that student's independent disability registration, where the numbers of referral from the "other" source correlated with student's non-independent referral to register.

Each group independent of the other, was analyzed through the Mann-Whitney U test to determine whether there was a correlation between the variables as they increased or decreased according to the responses.

Mann Whitney U test. Due to the above hypothetical outcome measures, a correlation study Mann-Whitney U Test in SPSS Statistics was used to compare the medians of the dependent variables (level of self-determination) (independent registration for disability services) for the two groups (yes, 1) (no, 2) of the independent variable (quality transition programming, QTP). Use of this nonparametric type test in SPSS Statistics is utilized to measure two independent samples for direct comparison to the identified dependent variables through two types of procedures dependent upon the shape of the distributions as having the same shape (overlapping) or different shapes. During analysis, should the two distributions have the same shape (overlapping) the medians can be compared, and the "new procedure" will be selected; whereas if the two distributions have different shapes the "legacy procedure" will take place. The new procedure is consisted of fewer steps and allows for testing within one process, and a work through of three pages of assumptions rather than four, which makes it the quicker procedure (statistics.laird.com, n.d.). The legacy procedure is the more flexible procedure, consists of all four assumptions and is required to be utilized when the IV consists of three or more groups, which it does not in this analysis. The study design met three assumptions (use of ordinal dependent variable, two independent groups, and independence of observations), therefore it can be run through SPSS statistics programming.

Same shape similar distributions. Within the analysis should the assumption of similarly shaped distributions take place, the ability to determine whether a median score for the two groups (e.g., "QTP yes, group A, QTP no, group B for the independent variable of quality transition programming) is different in terms of the dependent variables (e.g., self-determination and independent registration for disability services). The determination of large differences between the two groups was determined in addition to the median score tp provide data on whether there was a statistically significant median difference in the two groups of the independent variable in terms of the dependent variables (self-determination, and independent registration for disability services. This data determined whether the null hypothesis was rejected or accepted, and the accurate interpretation of the SPSS output from the Mann Whitney U test that included the two groups (QTP yes A, QTP no B) with the U score, z score, and asymptotic and exact p-values (laird.statistics.com, n.d.).

Different shape dissimilar distributions. Should the SPSS procedure fail the assumption of similarly shaped distributions, the analysis would only be able to determine whether the values in one of the groups (QTP yes or no) are lower or higher than the values in the other group (QTP yes or no) through comparison of the mean ranks of each distribution of scores. Should this happen, there will be a loss of some of the descriptive power given when the medians are compared. This analysis provided valuable information about the yes and no QTP groups in terms of the dependent variables (self-determination and independent registration for disability services). This measured whether there was a statistically significant difference in the mean ranks of the

two groups of the independent variables (yes or no) in terms of the dependent variables (self-determination and independent registration for disability services), ability to accept or reject the null hypothesis and the SPSS output to included the U score, z score, and asymptotic and exact p-values, and how it all came together to determine the explanation of the study results (statistics.laerd.com, n.d.).

Calculation of Mann-Whitney U

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - \sum_{i=n_1+1}^{n_2} R_i$$

Where:

U=Mann-Whitney U test

N_1 = sample size one

N2= Sample size two

R_i = Rank of the sample size (statisticsolutions.com, 2019).

Procedure

All surveys were arranged in the order of magnitude, whereas under each survey a marking of X or Y took place dependent upon whether they are group QTP (yes) or QTP (no). Per the hypothesis formulas, under each *x* the number of *y's* located on the left of the *x* (or smaller than it) was written down to indicate $x_i > y_i$. After this under each *y* the number of *x's* were written down to the left of the *y* (smaller than it). This indicated $y_i > x_i$. From here the total number of times that $x_i > y_i$ indicate U_x, and the total number of times that $y_i > x_i$ indicated U_y. This required the check that $U_x + U_y = n_x + n_y$. Upon completion of this check, the *U* was calculated. $U = min(U_x, U_y)$. Once completed the

statistical tables for the Mann-Whitney U test was utilized to find the probability of observing a value of *U* or lower. If the test proved to be one-sided, this was the p-value; however, if the test proved to be a two-sided test, the probability was doubled to find the p-value.

The null hypothesis will result from the distributions of both groups being identical, causing a 50% probability that an observation from a value randomly selected from one population (QTP yes or no) exceeds an observation randomly selected from the other population. A Mann-Whitney U test compared the entire distributions. If the two groups had a similar distribution curve, the test compared the medians of the two groups. It is from here that the *U* was calculated by merging the data from the two groups into one group and then sorting the data from low value to high value. The merged list was then ranked with the lower value obtaining the rank of 1 while the second ranked at 2. Next, the ranks and numbers were used to calculate the Ui as shown below:

$$U_1 = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1.$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2+1)}{2} - R_2.$$

$$(U_1 + U_2 = n_1 n_2)$$

With a distribution that is symmetrical, usually the U is the minimum between U_1 and U_2. When there was a one tail test, it assumes the following with H_1- the sample with larger values is bigger than the sample with the smaller values. As it relates to this study,

H_1 – There was a significant correlation between high school transition programming (x) and student willingness to independently register for accommodations in college (y). H1 : $P(xi < yj) = \frac{1}{2}$ and H_1 – There was a significant correlation between high school transition programming (x) and student development of perceived self-advocacy and self-determination skills (y). H1 : $P(xi < yj) = \frac{1}{2}$ which proved hypothesis. From here the p-value was approximated from a normal distribution, and when it was small it was more accurate; whereas larger p-values were less accurate. Therefore, the level of significance was noted at $\alpha=0.05$ and for anything greater > than .05, H_0 was accepted and for anything less than < .05 the H_0 was rejected. To further confirm the measurement a two tailed test (H_0: Group 1 = Group 2), left tailed (H_0: Group a $\geq$ Group b) or right tailed (H_0: Group a < Group b) for the null hypothesis can be completed.

Independent variable

The study sought to identify the correlation that existed between the students' QTP survey scores and the independent variable of transition planning received from the transition questionnaire - to the ability to understand one's own disability diagnosis for the acquisition of perceived self-determination skills and how to independently register for the assistive services available within the disability services office on campus for the receipt of accommodations. Relationships between and among variables associated with school-based and family-driven transition experiences and preparation and dimensions of postsecondary self-determination were identified. This data showed whether there was a direct correlation between the independent variable of transition planning and each of the dependent variables: Self-determination and independent registration for disability

services. Research studies on disability related services in higher education have shown that hindrances encountered by students in obtaining support services are direct functions of the unrecognized needs rather than lack of institutional ability (Kundu et al., 2003, p. 46).

Needs per deficits in transition planning were sought to be identified through this study. It has been found that the outcome of disability-related accommodative services, especially those provided by post-secondary institutions, can be quantitatively and qualitatively measured in terms of student access to and satisfaction with life in post-secondary education, accomplishment of academic and professional goals, and successful transition to work and independent life (Kundu et al., 2003). Due to this, the outcome of disability related transition services provided in high school can be qualitatively measured and analyzed in terms of student access to and satisfaction with life in post-secondary education; including disability disclosure, academics, self-direction and advocacy.

Exposure to situations and experiences within the college setting during the high school years could have an impact on student knowledge, as well as provide tools of self-advocacy through hands on experience that will allow the student to feel confident in requesting resources. What information on accommodative services and resources in post-secondary education is provided for students with disabilities during high school transition programming, and how it creates a catalyst in building the self-determination skills necessary for a student to seek out and register for the assistive services available to them, was gathered in this study through the survey process to determine if transition

programming was associated with student willingness to independently self-disclose and register for services during their freshman year. "Adjusting to college environment presents challenges for all students; however, for students with disabilities, the responsibility of managing their accommodations along with their academic coursework presents a set of challenges that are unique to these students" (Getzel, 2008, p. 208).

Students will perceive and experience college in different ways whether they have disability or not. Students with disabilities could experience lower instances of self-engagement and campus integration due to their disability diagnosis. Positive perceptions on campus climate and self-esteem arise from positive inclusive experiences both academically and socially with non-disabled peers during the high school years. Morningstar et al., (2010) suggested that high school students' preparation to transition to college was significantly related to their level of self-determination (as measured by three variables: hope, psychological empowerment, and locus of control) (Woosley & Shepler, 2012, p. 38). This study will identify whether there is a direct correlational relationship between effective transition programming during high school and student perceived self-determination as it directly relates to integration, engagement, and the academic support services, which include independent registration with disability services for accommodation receipt.

To investigate the relationship between quality transition planning (IV) and student self-determination and independent registration (DV) for disability services during the freshman year, a box plot graph provided an appropriate visual presentation of distributional information in addition to shown medians. A box plot was constructed for

each sample (QTP, yes) and (QTP, no) in order to compare them to one another on an ordinal scale for each dependent variable. The importance in utilization of the box plot is to show reviewers of the study how the distributions differed in addition to the null hypothesis tested. The box plot showed any extreme values, the maximum value which excludes outliers, 75th percentile, the median, the 25th percentile, and minimum values, also excluding any outliers. The range of data was shown and included interquartile ranges that contained 50% of the values. To further analyze and display data, an error plot was used to show the mean and variance of the samples being compared as it demonstrated the degree of overlap between samples.

Statements of Hypotheses

1. It is hypothesized that student willingness to independently access accommodations in college is correlated to (dependent upon) transition programing in high school.

    H_0 – There is no significant correlation between high school transition programming (x) and student willingness to independently register for accommodations in college (y). H0 : $P(xi > yj) = ½$

    H_1 – There is a significant correlation between high school transition programming (x) and student willingness to independently register for accommodations in college (y). H1 : $P(xi > yj) = ½$

   It is hypothesized that student perceived skill development of self-advocacy and self-determination skills correlate with (dependent upon) transition programming in high school.

H_0 – There is no significant correlation between high school transition programming (x) and student perceived development of self-advocacy and self-determination skills (y). H0 : P(xi > yj) = ½

H_1 – There is a significant correlation between high school transition programming (x) and student perceived development of self-advocacy and self-determination skills (y). H1 : P(xi > yj) = ½

Survey Analysis

Each question will be analyzed through Mann Whitney U via the two-tailed test for rejection of the Null Hypotheses. Critical values are charted on the negative or positive Z score chart to find an equal or lesser measure to the level of significance 0.05 at 1.96 for the two tailed test. The two tailed test is designed to measure whether there is a significant different between the two groups in the study (QTP Y) and (QTP N). Should the Z scores be less or greater than the critical score of – or + 1.96, the Null Hypothesis will be rejected. Z scores should not fall into the reject zone on the bell curve, which is located between -1.96 and 1.96. The first eleven questions highlight student involvement within their IEP programming and the relationship of self-determination or advocacy skills: *Question 1*; when I was in high school I attended my IEP meetings every year, *Question 2*; I was actively involved in my IEP meetings every year, *Question 3*; my involvement in my IEP meeting was supported by the school and my family, *Question 4*; my input was listened to by the IEP team, *Question 5*; my IEP goals accurately reflected what my interests and preferences were at the time, *Question 6*; these goals were developed with input from me and my family, guardians, or caregivers,

Question 7; a plan for achieving my post-school goals was included in my IEP meetings,

Question 8; I was involved in this planning for my future*, Question 9;* test scores and

other related data were explained to me and my family, *Question 10*; I was asked for

input to determine which courses I should take and what support I needed in my classes;

Question 11, my IEP meetings prepared me for post-secondary education.

Opportunities for advocacy in the second category include *Question 12*; I had

class lessons that included information about advocating for disability services in college

and how to disclose my disability, *Question 13;* Teachers encouraged and instructed me

on how to speak up for myself both in high school and outside of school, *Question 14;*

Teachers scheduled time with me, in addition to IEP meetings, to discuss my plans for

my future, *Question 15;* Teachers worked with me to help me determine the best way to

advocate for myself, *Question 16;* My family worked with me to help me determine the

best way to advocate for myself, *Question 17;* I had opportunities in high school to

advocate for myself, *Question 18;* I had opportunities at home to advocate for myself,

Question 19; I had class lessons that included topics such as study and organizational

skills, and *Question 20;* I had class lessons that included information about advocating

for disability services in college and how to disclose my disability.

The third grouping of survey questions addresses those skills taught in high

school transition planning for the college environment, and included the following

questions: *Question 21;* My family, guardians, or caretakers and I participated in

activities to help prepare me for college such as visiting college campuses and helping me

complete college applications, *Question 22;* I learned job or career skills through classes

in high school that I use now, *Question 23;* I had actual job experiences organized by my

high school, *Question 24;* my family often discussed and taught me job skills and/or good

work habits, *Question 25;* I learned many things during class in high school that have

helped me live on my own, *Question 26;* I learned many things at home that have helped

me live on my own and/or my parents talked about how to be successful when I was on

my own, and *Question 27;* my school provided helpful preparation for my transition to

college (Morningstar, et al., 2010).

Chapter 4: Presentation of Research

Quality transition planning (QTP) or the lack of quality transition planning in high

school as the independent variable (IV) was investigated to determine its correlation to

the dependent variables (DV) of student perceived levels of self-determination and

willingness or ability to independently seek accommodative disability support services

during the freshman year. Research was conducted using a QTP survey of second year

standing or sophomore students registered with the disability services office at two

universities within the Pennsylvania State System of Higher Education: Mansfield

University and Slippery Rock University. A total of 45 students accessed the survey out

of 154 invitations with a completion rate totaling 41 students who had completed the

demographic portion only, and 30 students completing the entire survey. 11 students

skipped questions relative to IEP's and transition planning if they did not participate in

QTP. Demographic data for participants can be located in Table 2.

To conclude the demographic collection, the question on referral source rated

transition planning as the highest at (27.50%) scoring twelve and a half percent higher

than the next highest referral source and fall as the highest semester of registration (70%)

versus spring (30%). Both the transition planning and semester of registration

percentages support acceptance that there is a correlation between transition planning,

self-determination and self-advocacy, and student willingness to independently register

for disability services.

Table 2

Demographic Characteristics of Participants at Baseline

Baseline characteristic	Sample	
	n	%
Gender		
Female	33	80.49
Male	7	17.00
Other	1	02.44
Age		
18-20	25	60.98
21-29	15	36.59
30-39	1	02.44
40+	0	00.00
Race		
White or Caucasian	38	92.68
Black or African	3	07.32
American		
Hispanic or Latino	0	00.00
Asian or Asian	0	00.00
American		
American Indian or		
Alaskan Native	0	00.00
Another Race	0	00.00
Language		
English	41	100.0
Other	0	00.00
Place of Residence		
Residence Hall	24	58.54
Apt./House/Condo	12	29.27
Fraternity/Sorority	0	00.00
Parents	5	12.50
Other	0	00.00

Note. N = 40

Age of Diagnosis	*n*	*%*
Birth	2	05.00
1	1	02.50

3	1	02.50
4	2	05.00
6	3	07.50
8	5	12.50
9	2	05.00
10	2	05.00
13	3	07.50
14	5	12.50

Note N=38

15	2	04.88
16	4	09.76
17	3	07.32
18	1	02.44
19	2	04.88
20	1	02.44
N/A	2	04.88

Note. N = 40

Primary Disability Diag.		
ADD/ADHD	5	13.16
Autism Spectrum/ Asperger Syn.	3	07.89
Communication Dis./ Speech & Language	0	00.00
Learning Disability	11	28.95
Medical/Chronic Health Condition	4	10.53
Neurological	3	07.89
Physical/Mobility Impair	2	05.26
Visual Impairment	0	00.00
Hearing Impairment	0	00.00
Physical (Spinal Cord/TBI)	2	05.26
Autoimmune	1	02.63
Trauma/Stressor Related PTSD	7	18.42
Additional Diagnoses/ Comorbid w/Above	12	31.57
Anxiety	10	26.32
Depression	1	02.63
Migraines	2	05.26
OCD	1	02.63
ODD	3	07.89
Dyslexia	1	02.63
Agoraphobia	1	02.63
Bipolar	1	02.63
Panic Disorder	1	02.63
Auditory Processing Dis.	1	02.63
Written Expression	1	02.63

Fibromyalgia	1	02.63
POTS	1	02.63
CRPS	1	02.63
Hypermobility	1	02.63
Hydrocephalus	1	02.63
Lyme Disease	1	02.63
None	11	28.95
Celiac Disease	1	02.63
Allergy/ Asthma	1	02.63

Note. N = 38

Table 2

Demographic Characteristics of Participants at Baseline

Baseline characteristic	Sample			
	n	*%*	*n*	*%*
Referral Source			*n*	*%*
Transition Planning	11	27.50	2	4.88
Disability Provider	6	15.00	1	2.44
Fellow Student	3	7.50	1	2.44
Professor	1	2.50	2	4.88
Campus Brochure/Signs	1	2.50	3	7.32
OVR	1	2.50	5	12.2
Orientation/Visit Day	6	15.00	2	4.88
University Website	6	15.00	2	4.88
Other	5	12.50	3	7.32
Parents	*1*	*2.50*	5	12.2
Previous College	*1*	*2.50*		
Academic Advisor	*1*	*2.50*		
Therapist	*1*	*2.50*		
Syllabi	*1*	*2.50*		
Semester of Registration				
Fall	28	70		
Spring	12	30		

Note. N = 40

Major		
Communications	5	12.20
Music	4	9.76
Music Edu.	1	2.44
EDU/ELE/SPE	6	14.63
Art	1	2.44
English	1	2.44
Business Admin.	1	2.44
Safety Mgt.	1	2.44
Philosophy	1	2.44
Psychology	5	12.20
Exercise Science	1	2.44
Env. Science	1	2.44
Biology	2	4.88

Homeland Security	1	2.44
Criminal Justice	1	2.44
Social Work	3	7.32
Sports Mgt.	2	4.88
Recreational Therapy	1	2.44
Radiology	1	2.44
Undecided	1	2.44
Type of Student		
On campus	32	78.05
Online	1	2.44
Both	8	19.51

Note. $N = 41$

Analysis of the results were conducted via the Mann-Whitney U test in SPSS

Statistics. The purpose of the Mann-Whitney test is to separate the participants into two

different groups (1 & 2) based upon the characteristics within each group, however not

between the groups (Statology, 2021). Within this study the characteristics of two

separate groups would consist of those students who identified as having QTP

programming (Group 1, yes), and those who did not receive QTP programming (Group 2,

no), however the commonality amongst the two groups is: Second year or sophomore

students registered with the disability services office.

Data was collected using a series of survey questions through the web service

SurveyMonkey and investigated through data analysis via the nonparametric Mann-

Whitney U test in SPSS Statistics on the correlations between quality transition planning

(IV) and student willingness to independently register for disability services during their

freshman year and acquired self-determination and self-advocacy skills (DV). The

survey provided to students measured whether transition planning was received during

the high school years, and the quality of transition services provided. Data from the

survey was exported to SPSS Statistics where Legacy Dialogs of two independent

samples (QTP yes) and (QTP no) were analyzed through the Mann Whitney U Test to

exhibit Z scores on a two-tailed test for each set of dependent variables to determine

critical values that measure at the level of significance as equal or <.05 on each transition

planning survey question to accept the following hypotheses: There is a significant

correlation between high school transition programming (x) and student willingness to

independently register for accommodations in college (y), and there is a significant

correlation between high school transition programming (x) and student perceived

development of self-advocacy and self-determination skills (y). A two-tailed test on the

independent variable of two samples (QTP yes) and (QTP no) were calculated against

each dependent variable of questions directly related to quality transition planning to

determine student discernment of transition planning effectiveness during the high school

years. The statistical test results were measured, graphed, and displayed in a quantitative

manner to present acceptance or rejection of the following student outcome measures:

Student levels of self-determination, and independent registration with disability services

for accommodation receipt and its correlation to quality transition planning received in

high school.

      Additionally, boxplots graphed in SPSS Statistics were utilized to visually

investigate the relationship between the (IV) of quality transition planning and the (DV's)

student perceived self-determination and advocacy skills, and independent registration for

disability services during the freshman year. The box plot graph provided an appropriate

visual presentation of distributed information in addition to shown medians. Boxplots

were constructed for each independent sample (QTP, yes) and (QTP, no) to compare

them to one another on an ordinal scale (strongly agree to strongly disagree) for each

dependent variable. The importance in utilization of the box plot was to show reviewers

of the study how the distributions differed in addition to the null hypothesis tested. The

box plot is designed to exhibit any extreme values, the maximum value which excludes

outliers, 75th percentile, the median, the 25th percentile, and minimum values, also

excluding any outliers. The range of data shown include interquartile ranges that contain

50% of the values.

Results

   The findings in this study were exported from the survey into SPSS statistics and

analyzed through graphing, legacy dialogs and boxplots within the Mann Whitney U Test

to answer the two research questions. Upon completion of the demographic portion;

gender, age, race/ethnicity, primary language, major, residence, age of diagnosis, primary

diagnosis, disability services referral, and semester of registration; students answered five

questions that inquired about knowledge on accessing accommodations in college,

whether they had an IEP, types of accommodations received in high school, participation

in transition planning, and their student status (online, on campus, both). Four of the

questions were filtered by comparison to question 16; receipt of transition planning

(QTP, yes) or (QTP, no) and resulted in the following findings.

   Data table 3. Student response rates at baseline are shown below with cross

comparison between transition planning received and questions on access to

accommodations and acquisition of an IEP in high school. The assumption is that there is

an increase in percentage rates for each question in the category of students who

answered yes to receiving transition planning. Findings concluded that students who did

receive transition planning had a higher IEP rate, as well as a greater understanding of

where to access accommodations prior to their attendance to college.

Table 3

Student Response Rate to High School Transition Services

Baseline characteristic		*Sample N*	*%*		
Comparison	*Question*	*Baseline Yes*	*Baseline No*	*Yes*	*No*
Q16. Did you receive or participate in transition planning in high school?	Q12. Prior to attending college I understood how to access accommodations and resources from the Office of Services for Students with Disabilities on campus? **QTP Received Y**	31.71%	68.29%	**53.85%**	46.15%
	Prior to attending college I understood how to access accommodations and resources from the Office of Services for Students with Disabilities on campus? **QTP Received N**	N/A	N/A	21.43%	78.47%
	Q13. Did you have an Individualized Education Plan (IEP) while in high school? **QTP Received Y**	48.78%	51.22%	**92.31%**	7.69%
	Did you have an Individualized Education Plan (IEP) while in high school? **QTP Received N**	N/A	N/A	28.57%	71.43%

Note. N = 41

Those students who participated in transition planning were anticipated to have

higher percentage rates for accommodations received at the college level than those

students who received special education services in high school without participation in

transition planning. The assumption is as the number of students receiving QTP

increases, so does the number of students who self-disclose to disability services for

receipt of accommodations, as they would be knowledgeable in seeking out the same

services received at the high school level. A question specific to this is in the survey: *I

had class lessons that included information about advocating for disability services in

college and how to disclose my disability*. Date table 4 exhibits higher percentage rates

for types of accommodations received in all categories, except for "other." A higher

percentage rate existed in this category with the expansion of the question to include a

description of "other" types of accommodations. Such supports listed by students in the

category "other" are typical methods of accommodating students who may not qualify for

an IEP. These answers included items that could exist in a 504 plan such as: Sunglasses,

water bottle, ability to rest, tutoring, use of laptop or iPad in class, and copy of notes.

Table 4

Student Response Rate Types of Accommodations Received in High School

Baseline characteristic		*Sample* N	%	%
Students	Type of Accommodation	Baseline Yes	QTP Yes	QTP No
24	Extended Testing	88.89	100	80
6	Test Read	22.22	33.33	13.33
20	Separate Testing Room	74.07	91.67	60
0	Use of a Scribe	0	0	0

2	Use of a Reader	7.41	8.33	6.67
10	Resource Room	37.04	58.33	20
2	Speech & Language	7.41	16.67	0
0	Occupational Therapy	0	0	0
0	Physical Therapy	0	0	0
0	Interpreter / Sign Language	0	0	0
5	Other	18.52	16.67	20
69	Total Including Response to Multiple Questions	255.56	144.44	111.11

Note. N = 27
Skipped = 14

Questions eighteen through forty-four on the survey (Appendix C) categorically fit into the researched dependent variables of independent registration for disability services, and perceived development of self-determination and advocacy skills. Each question was analyzed through the Mann Whitney U tests' legacy dialog feature for two independent samples (QTP yes) and (QTP no) for the development of the U score, Z score, and asymptotic and exact p-values that accepted or rejected the null hypothesis (H_O). Sixteen questions on the survey were analyzed to find means, standard deviation, Z scores and their critical values, and p-values

The Null Hypotheses H_0 - There is no significant correlation between provided high school transition services (x) and student development of self-advocacy and self-

determination skills (y), and there is no significant correlation between provided high school transition services (x) and student willingness to independently register for accommodations in college (y) were rejected for all questions with a calculated Z scores that fell within the rejection zone of <-1.96. These were questions one, two, three, four, five, seven, eight, nine, eleven, twelve, and nineteen. Question 18 scored slightly > at 1.91, indicating close numerical proximity to acceptance of the Alternative Hypothesis. The remaining questions were in acceptance of the Null Hypotheses; representative of no correlation between transition planning in high school and those tested areas as connected to student independence and determination at the college level. These areas include the pieces of transition planning that relate to family support and involvement, student perceptions on skills taught and obtained on advocacy, teacher availability for life lessons outside of IEP meetings, and organization of job and career skill opportunities. Items that would overall impact student perception on helpful preparation for the transition to college.

Boxplots (Appendix H) completed on eighteen of the questions related directly to the student and transition planning presented visual representations for each variable that supported the acceptance of the Alternative Hypotheses and rejection of the Null Hypotheses (H_o) to further prove the study by case processing summaries that show a correlation or dependent relationship exists between transition services received during high school and students' independent registration for disability services during the freshman year in college to access accommodations, as well as student perceived skill development of self-advocacy and self-determination in college. Visual plots analyzed

and organized data categorically to show comparisons of each group (Group 1- QTP yes) (Group 2 – QTP no) on an ordinal scale to include strongly agree, agree, neutral, disagree, and strongly disagree. Boxplots were provided for each of the three categorical groupings: IEP involvement, opportunities for advocacy, and skills obtained for the college environment. Significant findings within boxplot analysis included case summary findings on the effectiveness of transition planning regarding the following topics: Attendance and active involvement for students in IEP meetings, value of student input, personal development of goals related to student's preferences and interests, input on future planning, post-secondary preparation, skills taught on self-advocacy and disability disclosure, accessibility of time with teachers and transition coordinators, provided opportunities to participate in college preparation activities including applications, campus visits, and exploration of majors, and student perceptions on high school preparation for transition to college. Students in group one who participated in transition planning and rated survey responses as "strongly agree" or "agree" regarding the above topics supported the acceptance of the alternative hypotheses. Additionally, those students in group two who did not participate in transition planning often rated their responses as "strongly disagree" or "disagree" on the above topics. This disagreement further proves the alternative hypotheses through showing that there is a correlation between the receipt of quality transition planning and student preparedness in the transition to college from high school. Had students in group 2 (QTP No) rated in agreement with questions eighteen through forty-four, the Null Hypotheses would have been accepted. Thus, these ratings support the assumptions that student participation in

quality transition planning during their high school years directly equates to increased independence in disclosure of disability for support services during the freshman year of college and increased positive perceptions on one's own skills in self advocacy and determination.

Summary of findings. Results from this study provided valuable information on how students perceived their preparation for college based upon services that were received per special education programming in high school. This information can be utilized by both high school and college personnel in their support of students with disabilities.

Survey results on the type of referral source included staff in high school or transition planning, disability provider such as a therapist or doctor, fellow college student, professor, campus brochures or signs, university orientation or visit days, office of vocational rehabilitation, university website, or other; and correlation with the semester of registration and student type (online, on campus, both) were analyzed. Data exhibited a higher percentage of students that were referred via high school personnel or transition planning registered in the fall and were on campus students. Higher rates of fall registration through this referral method are indicative of student independence on disability disclosure for receipt of services upon their entry to higher education at the start of the fall semester.
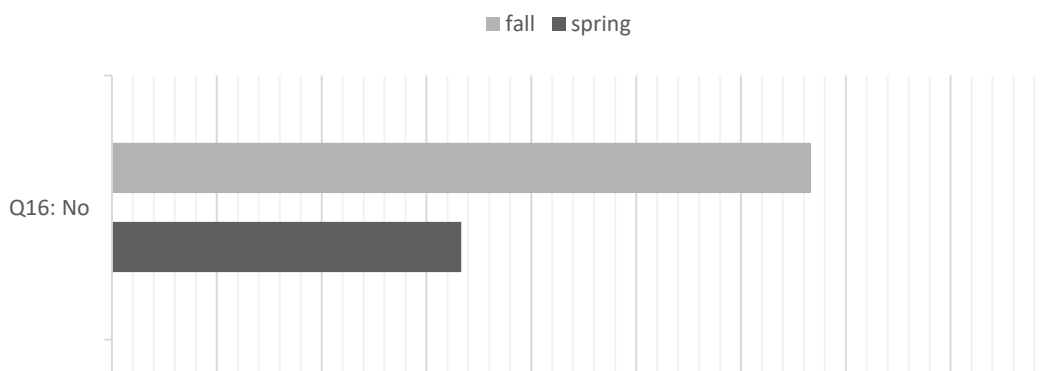
Figure 1: Semester percentage of students registered for disability services.

Additionally, this indicates support of the research that students who participate in

transition planning have higher rates of self-determination and advocacy skills for the

purpose of this self-disclosure.

Data collected and analyzed on disability diagnosis as related to receipt of

transition planning showed evidence of a connection between those diagnoses which

qualify for special education services and the accompanying program of transition

planning versus those diagnoses that fall under a 504 plan and often do not include

transition planning as part of specialized high school services received. Such diagnoses

included: ADD/ADHD, medical or chronic health conditions, physical or TBI, and

trauma or stressor related (PTSD). Students often receive accommodations to alleviate

barriers presented by these diagnoses, however, not necessarily transition programming.

Information relative to these finding would benefit program coordinators for disability

both within the high school and college environments to show that students with 504

plans also need lessons and plans on disclosure and advocacy at the college level. Data

indicates students who fall under this umbrella are not aware services at the college level

are offered, and often are referred via other avenues to the disability services office.

Results exhibited (Appendix G).

Use of the two-tailed test within this study determined significant differences

between the groups of students surveyed, those who participated in transition planning

and those who did not. Student frequency measures reported higher ratings on the Likert

scale in agreement with the benefit of transition planning as it relates to the IEP, family

and school support, skills obtained, and preparedness for higher education. These higher

ratings of agreement among students measured Z scoring within the two-tailed test that

provided outcomes less than the critical value (-1.96) in the left tail as determined by the

level of significance 0.05; thus, placing numerical results within the rejection zone on the

bell curve to reject the null hypothesis. Z scores included attendance to IEP meetings -

2.098<-1.96, active involvement in IEP meetings -3.029<-1.96, Student IEP involvement

support -3.193 <-1.96, student input listened to -3.013<-1.96, accuracy of IEP goals -

3.134<1.96, plan for post school goals -3.005<1.96, student involvement in future

planning -2.466<1.96, explanation of test scores and data -2.043<-1.96, student

perception of IEP preparation for post-secondary education -3.147<-1.96, high school

classes which taught advocacy and decision making -2.074<-1.96 for the future, and class

lessons on study and organization skills -2.504<-1.96. Scorings that rejected the null

hypothesis and proved this correlation included largely, student involvement with their

IEP programming, as well as developed skills on advocacy and explanation of test scoring for understanding.

Quantitative responses collected on student understanding of where to access accommodations from the disability services office prior to college start as related to participation in QTP evidenced that those students who were part of transition planning knew about accessing accommodative resources above those students who did not participate. 78.57% in the QTP no response category indicated they did not understand how to access these services prior to attending college versus 21.43% who could. Those students who did participate in QTP, also ranked a higher percentage of knowledge in this regard.
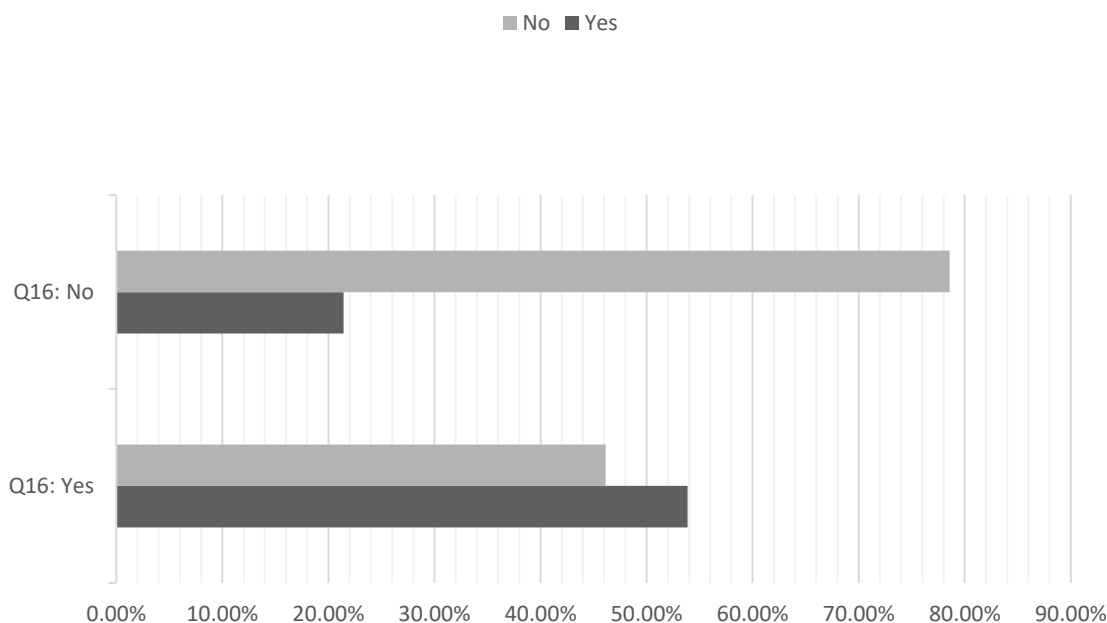
Figure 2: Student understanding of accommodation access prior to college attendance

Conclusion

This study sought to measure and analyze whether quality transition planning at the high school level was a direct contributor to students' successful acquisition of accommodations during their freshman year. Quantitative data was collected via online student surveys from sophomores or second year standing students from two universities within the Pennsylvania State System of Higher Education: Slippery Rock University and Mansfield University. The collected data was exported from the survey website and analyzed through the SPSS statistics nonparametric legacy dialog feature of the Mann Whitney U test on two independent samples: Group 1, students who received quality transition programming in high school and Group 2, those students who did not receive quality transition programming in high school. Each of the test variables (questions 1-27) were measured with the same grouping variable of transition planning (question 16) that tested both independent samples (groups). Each test variable question directly addressed disability services received in high school including transition planning and the following: Accommodations, receipt of IEP, special education meeting involvement, advocacy, college preparation and applications, support systems, skills taught, goal setting, and future preferences and interests. The purpose of the analysis was to prove the grouping variables effect on each of the test variables to determine the impact of transition planning on student preparation for the college environment. In this study preparation is defined as student independent disclosure of a disability and enrollment in disability services for accommodations and developed self- determination and advocacy skills. Each of the test variable questions addressed this preparation. The study concluded the rejection of the Null Hypotheses; there is no significant correlation

between provided high school transition services and student willingness to independently register for accommodations in college, and there is no significant correlation between provided high school transition services and student willingness to independently register for accommodations in college. Thus, accepting the Alternative Hypotheses that there is a significant correlation between provided high school transition services and student willingness to independently register for accommodations in college, and there is a significant correlation between provided high school transition services and student development of self-advocacy and self-determination skills. Data tables, graphs, and boxplots of the study shown in Appendices provide visual representation of how this study answered the research questions and proved the alternative hypotheses.

The data within the study evidenced student perceptions of a lack of family involvement within the IEP, as well as the quality of the types of services offered within the transition planning program, which could prove to be detrimental to the college preparation. Mann Whitney U analysis provided scoring greater than the critical value needed to accept the alternative hypothesis within these categorical areas. The literature base claims that student's strengths and self-determination efforts are nurtured at home (Trainor, 2005) and that parents who have a higher income and education are more likely to engage in practices that foster their children's self-determination skills (Zhang, 2005). However, family members often lack the experience or the information to help students make important decisions about their future (Trainor, 2005), which reinforces the need for quality transition programming and professionals in the area of transition. This scoring is indicative of the need for family involvement within the student's IEP

programming and transition planning, as the lack thereof is relative to the statement of

the problem: Students with disabilities who do not receive effective transition

programming during their high school years are less equipped to advocate for themselves

or develop the skills necessary for self-determination in independently requesting

accommodative and support services at the post-secondary level.

Chapter 5: Summary, Implications, and Outcomes

Through this study I sought to collect and analyze data from a population of

sophomore students attending two different universities in the Pennsylvania State System

of Higher Education via confidential surveys that addressed special education services

received in high school and their relationship to student preparation for post-secondary

education. This preparation was measured according to whether the student received

transition planning during their programming in high school and the relationship to

student acquisition of self-determination and self-advocacy skills, as well as the

willingness to independently disclose and register for disability services during the

freshman year. Much of what was found within the study supports the literature base on

transition planning experiences within the high school population.

In comparison with those areas of transition planning aligned solely with IEP

meetings, it is evidenced that the IEP meeting process is the most comprehensive learning

piece for transition to college for those students who are actively involved. As noted in

the literature self-knowledge or awareness development begins through the IEP process

and continues as transition planning commences and persists. Through this process, the

IEP team will help students to see connections between their particular disability and the

supports and accommodations necessary now and in the future. "Students need ongoing opportunities to develop self-knowledge, including and understanding their particular disability and its impact on their lives" (Alkeny & Lehmann, 2011, p. 286). When these opportunities do not exist for a student, either due to non-qualification for transition planning as part of their programming or due to limited resources and a lack of personnel within the school system; self-knowledge on disability impact and the necessary supports can cease to exist.

Implications for Practice

 High school transition planning. A correlation exists between student participation in IEP meetings and activities and fall semester self-disclosure for registration of disability services, as well as prior knowledge gained on access to disability programming before attendance to university for those students who participated in transition planning versus those who did not. The study highlighted student perception ratings on family support and teacher invested time regarding lesson provision on advocacy and disclosure as less than average. Low ratings in this regard correlated to a lack of relationship between two of the survey group components "opportunities for advocacy" and "skills obtained for the college environment." These skills are not regularly incorporated into the high school curriculum, regardless of a broad agreement in secondary settings on the importance of self-determination (Cease-Cook, Test, & Scroggins, 2013; Fiedler & Dunnaker, 2007).

 Although high schools cannot enforce more family involvement, they can find ways to further engage students by providing extra support in areas where it may be

lacking. Lessons offered on advocacy and specifics on how and where to seek accommodative resources and support are imperative for students already at a disadvantage. Scores within the study measured student ratings as low for receipt of opportunities to learn advocacy and independent living skills, as well as visits to college campuses. The literature discusses transition planning as an effective means to employment, independent living and community exposure, as well as post-secondary preparation. It is however up to the school itself to delineate services based upon student needs. For schools that are understaffed with a lack of resource the aforementioned services may be basic. A lack of exposure to the higher education environment outside of brochures, websites, and applications could be overwhelming and detrimental for a student needing to self-identify prior to semester start. It is important for transition planning coordinators to address skills on disclosure and disability registration procedures for students to foster awareness that these services must be requested at this level and understand that they are not automatically implemented as they have been in the past. Pivotal supporters of students with disabilities must come together in collaboration to best serve the needs of the students during the secondary and postsecondary transition process. Without such, continuous postsecondary hurdles for some of the most vulnerable students will never cease (Miller-Warren, 2016).

Lessons on changes in academic structure and expectations, and accommodative types are imperative to student success, as well as important for the reduction of disability-based stigma when students learn to access the appropriate channels of assistance by understanding the process of disclosure practices and confidentiality in

higher education. As noted in the literature, many students will choose not to self-identify due to confidentiality law protection for fear of discrimination and quite possibly from former experiences that threaten potential stigma (Barnard & Sulak, 2010). Greater involvement that exists with the student for disability planning at the high school level will teach the student to be more involved with their planning at the college level. It is important for transition coordinators to build this foundation early on.

For those parents who are involved it is important for schools to educate parents that it is their child's responsibility to request services, as there is a lack of awareness that supports and accommodations are not automatically forwarded and implemented from the high school. This is especially true for those students with 504 plans. Students with IEP's are automatically enrolled in transition planning as part of their special education programming by the age of 16, whereas students with 504 plans are not required to be serviced by the school for transition planning services. Although some school districts do automatically provide this service, there are many schools nationwide that do not. It is important for transition coordinators to recognize that those students whom they service with 504 plans may also need accommodative services and resources at the college level, as this need for support does not often disappear upon graduation. Students who fall under this category often qualify for services as their disability affects a major life activity, which is why it is important that school districts address these students as necessary recipients for high school transition planning.

Newman and colleague (2016) indicate that one-third to one-half of students with disabilities reported not receiving transition planning services, which shows a critical area

for improvement in the future. Knowledge and skills gained prior to acceptance and attendance will provide the student with the best opportunities for success.

College disability services. Similar to the various differential structures of high school program design for transition planning, program design for disability services in higher education also varies among institutions. It is important for disability service providers to recognize incoming students have vast differences in transition planning programs. Some students may be well prepared, whereas other students may be significantly lacking in skills that may have been thought to be received through the transition planning process. Skills that would address self-advocacy, organization, awareness of one's disability and its effect on academics, and effective communication. Lightner et al., (2012) found that students who received more transition planning in high school were more likely to self-disclose their disability earlier in college, and subsequently obtained higher college grade point averages and earned credits by their sophomore year beyond those students who waited to disclose. Students may also lack academic preparation for college level coursework. It is imperative for personnel in disability services to recognize this deficit and have a developed plan of action for working with these students. Many students enter higher education in need of some sort of accommodation who are not already identified through high school as a student with a disability, or who were identified and received accommodations without participation in transition planning. Those students may need to access accommodations that alleviate barriers created by a mental health diagnosis, however, are not aware that the same types of services may exist for them in the college environment. Often students who fall into

this category are not prepared at the high school level to navigate or obtain helpful

resources in college.

This study identified students who categorized themselves under trauma and

stressor related, PTSD or "other" diagnoses of Anxiety, Bipolar, or Depression.

Additionally, there was identification as students with a chronic health or medical

conditions, or traumatic brain injuries. In recent years, concussions and the lingering

after affects have been categorized under traumatic brain injury and often require

academic supports. Students who fall into these categories often are not included in high

school transition planning, albeit receiving accommodations during high school due to

the non-requirement for such programming as mandated for those students with IEP's.

Disability service providers in institutions of higher education can alleviate this

problematic area through consistent advertising of access, accommodations, and

disability resources, as well as other services on campus that target this population of

students. Until key supporters of students with disabilities, such as parents, teachers, and

postsecondary agency representatives, come together in collaboration to best serve the

needs of the students during the secondary and postsecondary transition process,

continuous postsecondary upsets for some of the most vulnerable students will never

cease" (Miller-Warren, 2016, p. 34).

Such other services may include counseling, tutoring, peer mentoring and

assistive programs such as TRiO, and a learning center designed to provide remedial

learning for those students functioning academically below college level studies. Staff

within disability service offices can promote information through open collaboration with

local high schools and visiting college fair nights in addition to advertisement during campus events including visit days, and orientations. Here the opportunity is presented to discuss services and types of accommodations that can be offered, what types of diagnoses can be qualifiable, confidentiality of processes to encourage and promote student self-disclosure, as well as build a reputation for sensitivity, understanding, and belief in the academic success for students with disabilities. College disability personnel should provide thorough information to address these areas via brochures, catalogs, professor syllabi, guest visits to freshman courses, and the institution's website. As disability service personnel work collaboratively with faculty and staff on campus, they can open lines of communication designed to assist students, as well as promote understanding and sensitivity. These strong collaborative relationships create an inclusive environment designed to foster success for a student with a disability.

   Institutional. Training and awareness on disability laws and types of diagnoses affecting students with disabilities should be provided regularly to keep university faculty, staff, and administration informed on how disability impacts learning and/or daily functioning, and the importance of accommodations. Various types of invisible disabilities exist that affect students on campus and create faulty viewpoints such as laziness, lack of effort, or unwillingness to participate. Many faculty do not understand the impact that these invisible disabilities can have on a student's overall wellness and academic progress. Additionally, there is a lack of awareness that an accommodation for a learning disability is designed to remove a barrier and bring the student with the disability to the same level of learning as their "typical peers." Often, mental health

diagnoses can create barriers to learning and social participation for those students afflicted. Faculty should be trained on how mental health diagnoses such as anxiety, depression, PTSD, Bipolar, emotional disturbance, Schizophrenia, and a slew of other disorders affect major life activities. The complexity of certain types of disabilities have changed dramatically to now include students with psychiatric disorders and other behavioral disorders, and chronic health conditions (Harbor, 2009; U.S. Government Accountability Office, 2009).

Sensitivity trainings provided by disabilities staff can go a long way in teaching university personnel on how to recognize, assist, and refer struggling students in an appropriate manner, and how these different diagnoses are not always alleviated through medication and how learning can be negatively impacted. The importance of this familiarity lies with the fact that professors spend a significant amount of time with their students and are most likely to be the individual to recognize an under-performing student. An example is a student who is in need of accommodative support and is not cognizant of their need, or aware that on-campus assistance exists. This could be relative to a new diagnosis, or from a lack of transition planning in high school. Korbel and colleague (2011) stresses how important collaborative transition strategies for students with disabilities is as an institution-wide priority. An inclusive and sensitive campus is a comfortable environment for all patrons, and those adults who treat all students with respect set the bar high for "typical" students providing the proper example on how to address your peers.

Future Research

Future research on transition planning and its effect on college student success could be expanded to include more in-depth student demographic information such as the type of high school attended, for a better understanding of the quality of transition programming. This examination of charter, public, and private schools could provide further insight regarding the type and quality of programming per size, funding and legislation. Additionally, the environment and location of the high school and its impact on quality transition planning could be investigated to determine whether an inner city or rural, poor or wealthy, or migrant or reservation location has any impact on students with disabilities readiness for college. The Migrant Education Program; Title 1, Part C through the U.S. Department of Education has set a goal to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (n.d.). Further expansion on this study may include a study on migratory students with disabilities preparation for and attendance to college. Additionally, this expansion would obtain data from a more diverse population of students, as opposed to the limited demographics within the current study. Deficits in funding and resources could be analyzed to determine if mandated services such as transition planning are impacted.

Further research that investigates college environments and their relationship to area high schools as part of the transition planning process, and whether colleges reach out to high schools to start bridging services prior to student graduation and vice versa could be examined. Data obtained in this research could show the benefit of bridging the gap between high school and college for all students receiving accommodative services at the high school level as part of an IEP or 504 plan, and whom are college bound.

Connections to the environment regarding this research could include large public and private institutions as well as small private and public institutions to determine whether student body size plays a role in the quality of services.

Faculty perceptions on campus climate could be investigated in a future study on institutional support at each or the two universities, or the entire PASSHE system to examine viewpoints regarding campus climate and supports provided for faculty or teaching personnel. Additionally, this research could also examine student perceptions on campus climates and available resources and supports. Research that would provide insight on how to support students with disabilities more effectively, minimize stigma, understand student perceptions and feelings, and assist in educating constituents on how to create a more inclusive and universal college experience.

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SlipperyRock
University
of Pennsylvania

APPENDICES

Appendix A

Special Education

RESEARCH PARTICIPANT INFORMATIONAL LETTER

Transition Experiences of College Students with Disabilities between High School Graduation and Enrollment in Postsecondary Education and its Correlation with Student Self-Determination, College Readiness, and Registration for Disability Services During the Freshman Year of College.

Melinda Phillips
Email: mxp1054@sru.edu
Phone: 607-684-5193

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be a student in the second year of college or a sophomore level student, 18 years or older, registered as a student with a disability in the Office of Disability Services, and had an IEP (Individualized Education Plan) in high school. Taking part in this research project is voluntary.

Important Information about the Research Study

Things you should know:
- The purpose of the study is to review and understand your experiences during transition planning in high school as part of your Individualized Education Program (IEP) and your feelings and perceptions on your personal readiness to enter college and request learning support and accommodations during your freshman year of college. If you choose to participate, you will be asked to access an online anonymous survey provided to you through email by the Coordinator of Disability Services. This will take approximately 30 minutes to complete.
- Risks or discomforts from this research include the possibility for psychological discomfort in disclosing personal demographic or disability information, even if in an anonymous manner.
- The study will measure student experiences during the high school transition planning process as it relates to student feelings of college preparation and independence when requesting accommodations and support services, to determine if more support is needed to prepare students with disabilities for college during high school. Results of this study could show where extra help is needed in the college preparation for students with disabilities.
- Taking part in this research project is voluntary. You do not have to participate and you can stop at any time.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the Study About and Why are We Doing it?

The purpose of the study is to better understand student experiences during transition planning in high school as part of their IEP for the improvement of future practices - the experiences that are designed to prepare students for college life after high school graduation. Students with disabilities who do not receive the right transition services during high school may be less able to find and ask for necessary support services and/or the same accommodations in college that they received in high school. Due to this, it is important to identify the relationship between transition planning received in high school and what route the student took to register with the Disability Services Office (Transition planning or professor, therapist, psychologist, counselor, or medical specialist referral).

What Will Happen if You Take Part in This Study?

If you agree to take part in this study, you will be asked to complete an anonymous online survey through SurveyMonkey that you can access through a link in your email sent to you by the Coordinator of Disability Services. You will not be asked to provide any personal information that can identify you such as name, address, or phone number.

When you access the study through this link you will be provided with two surveys to answer. The total time to complete both surveys is 30 minutes.

- The first survey asks demographic information such as gender, age, race, language, major, residence type, diagnosis, referral type, and former accommodations.

- The second survey is called a QTP or Quality of Transition Planning that asks questions about your transition planning experiences in high school. These questions survey your participation, experiences and opportunities during your high school IEP meetings.

    - The first set of questions is about the special education meetings you had, these might have been called an IEP (Individualized Education Plan) or AR (Annual Review) meetings. During the meetings you, the school staff (teachers, principal, others), and your guardians may have discussed progress and developed both academic and future goals.

    - The second set of questions will be about experiences and opportunities that you had during high school to learn how to advocate for yourself. Advocating for yourself means to speak up for yourself, express your opinions, and make your own decisions about school and your future.

    - The last set of questions are about how you learned about things like going to college, having a job, and living on your own. These questions measure whether you had a chance while in school to learn these skills, and how a support system helped you achieve these skills for use in the college environment.

- Once the two surveys are complete, you will be able to enter a drawing to win a $25 gift card through a separate link not connected to the study.

I expect this to take about 30 minutes to complete, and with just one interaction with SurveyMonkey. No personal data will be collected; including email or IP address, name, address, or phone number to identify anyone participating in the study.

How Could You Benefit from This Study?

Although you will not directly benefit from being in this study, others might benefit as this study may identify an area of need during the high school transition planning process that can be improved upon.

What Risks Might Result from Being in This Study?

You might experience some risks from being in this study. The risk may be psychological discomfort in disclosing personal demographic information such as gender or race, even if in an anonymous manner. Some students could experience psychological discomfort in disclosing disability diagnosis, even if in an anonymous manner. Due to the ability to remove oneself from the study at any point, the risk is of psychological discomfort is minimal. A risk may exist of psychological discomfort when answering the Quality Transition Planning survey for students whom had poor high school transition experiences. Due to the ability to remove oneself from the study at any point, this risk is minimal.
Should you choose to complete the study and experience psychological discomfort, referral to the university counseling center can be provided.

I plan to publish the results of this study. To protect your privacy, the survey will not collect information that could directly identify you.

What Will Happen to the Information We Collect About You After the Study is Over?

I will not keep your research data to use for future research or other purposes. Your name and other personal information that can directly identify will not be collected. The survey through SurveyMonkey will be set to anonymous and will collect no personal information.

How Will We Compensate You for Being Part of the Study?

You will receive the opportunity to enter a drawing for a $25 gift card after completion of the surveys for your participation in the study. Should you choose to remove yourself from the study before completion, you will not be able to enter the drawing.

What Other Choices do I Have if I Don't Take Part in this Study?

If you choose not to participate, there are/are no alternatives.

Your Participation in this Research is Voluntary

It is totally up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer. If you decide to withdraw before this study is completed, none of information you put in will be saved or collected. All information will be discarded.

Contact Information for the Study Team and Questions about the Research

If you have questions about this research, you may contact the Principle Investigator:

Dr. Jeremy Lynch; Associate Professor of Special Education
Slippery Rock University
(724) 738-2463, Jeremy.lynch@sru.edu

Contact Information for Questions about Your Rights as a Research Participant

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the following:

Institutional Review Board
Slippery Rock University
104 Maltby, Suite 008
Slippery Rock, PA 16057
Phone: (724)738-4846
Email: irb@sru.edu

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. We will give you a copy of this document for your records. If you have any questions about the study later, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study. I understand that I can withdraw at any time. You indicate your voluntary agreement to participate by clicking on the survey link to begin the study.

Appendix B

Demographic Survey

All questions are optional. If you choose not to answer a question for any reason,

please skip that question and move on to the next.

1. Gender?

   - Female

   - Male

   - Other

2. Age? _____

   18-20

   21-29

   30-39

   40+

3. Race/Ethnicity?

- American Indian / Native American

  - Asian

- Black / African American

- Hispanic / Latino

- White / Caucasian

- Pacific Islander

- Other

4. Primary language? _____

5. Major? _____

6. Which of the following best describes your current place of residence?

- Residence Hall

- Apartment, house, condo (not with parents)

- Fraternity/sorority house

- Live with parents

- Other (please specify) _____

7. At what age were you diagnosed with your primary disability? _____

8. What is your primary disability diagnosis?

- ADHD

- Autism Spectrum/Asperger Syndrome

- Communication Disorder

- Learning Disability (please

specify):_____

- Medical or Chronic Health Condition (please

specify):_____

- Mental Health (please specify):_____

- Neurological

- Physical/Mobility Impairment

- Psychological/Psychiatric

- Speech & Language Impairment

- Visual Impairment

- Hearing Impairment

- Physical (Spinal Cord/TBI)

- Autoimmune

- Trauma and Stressor Related (PTSD)

9. Additional diagnoses (please specify):

    _____

10. Where did you first learn about/how were you referred to the Office of Disability

    Services?

    - Teacher, counselor, or staff at my high school (transition planning).

    - Disability Provider (doctor, psychologist, psychiatrist, social worker,

      neurologist, therapist, other medical specialist)

- Fellow student

- Professor

- Campus brochures or signs

- Office of Vocational Rehabilitation (OVR)

- University Orientation

- University Website

11. During what semester did you register with disability services?

    Fall   Spring

12. Prior to attending college, I understood how to access accommodations and

    resources from the Office of Services for Students with Disabilities?

    Yes   No

13. Did you have an IEP while you were in High School?

    Yes   No

14. Did you receive accommodations in high school? Check all that apply:

    - Extended testing
    - Tests read
    - Separate room for testing
    - Use of a scribe
    - Use of a reader
    - Resource Room
    - Speech & Language
    - OT (Occupational Therapy)
    - PT (Physical Therapy

- Sign Language
- Other _____

15. Did you receive transition planning in high school?

     Yes   No

16. Type of student?

     On campus   Online

          Both

Appendix C

Quality of Transition Programming Survey

Student Involvement in Transition Planning/IEP Meetings

The first set of questions is about the special education meetings you had during high school. These might have been called an IEP (Individualized Education Plan) or AR (Annual Review). During the meetings you, the school staff (teachers, principal, others), and your parents discussed your progress and developed both academic and future goals. You may have left class to go to a meeting or the meetings might have been before or after school. Please pick the response that best fits your experiences with these meetings.

1. When I was in high school, I attended my IEP meetings every year.

  (a) Strongly Disagree   (b) Disagree   (c) Neutral

          (d) Agree   (e) Strongly Agree

2. I was actively involved in my IEP meetings every year.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

3. My involvement in my IEP meeting was supported by the school and my family.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

4. My input was listened to by the IEP team.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

5. My IEP goals accurately reflected what my interests and preferences were at the time.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

6. These goals were developed with input from me and my family, guardians, or

caregivers?

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

7. A plan for achieving my post-school goals was included in my IEP meetings.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

8. I was involved in this planning for my future.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

9. Test scores and other related data were explained to me and my family.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

10. I was asked for input to determine which courses I should take and what support I needed in my classes.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

11. My IEP meetings prepared me for postsecondary education.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

The second set of questions will be about experiences and opportunities that you had during high school to learn how to advocate for yourself. Advocating for yourself means to speak up for yourself, express your opinions, and make your own decisions about school and your future. For these questions you will think about what happened to you on a daily basis during high school. Please pick the response that best fits your experiences with learning how to advocate for yourself.

12. I had classes during high school that helped me learn to advocate for myself and make decisions about my future.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

13. Teachers encouraged and instructed me on how to speak up for myself both in high school and outside of school.

   (a) Strongly Disagree   (b) Disagree   (c) Neutral

       (d) Agree   (e) Strongly Agree

14. Teachers scheduled time with me, in addition to IEP meetings, to discuss my plans for my future.

   (a) Strongly Disagree   (b) Disagree   (c) Neutral

       (d) Agree   (e) Strongly Agree

15. Teachers worked with me to help me determine the best way to advocate for myself.

   (a) Strongly Disagree   (b) Disagree   (c) Neutral

       (d) Agree   (e) Strongly Agree

16. My family worked with me to help me determine the best way to advocate for myself.

   (a) Strongly Disagree   (b) Disagree   (c) Neutral

       (d) Agree   (e) Strongly Agree

17. I had opportunities in school to advocate for myself.

   (a) Strongly Disagree   (b) Disagree   (c) Neutral

       (d) Agree   (e) Strongly Agree

18. I had opportunities at home to advocate for myself.

   (a) Strongly Disagree   (b) Disagree   (c) Neutral

       (d) Agree   (e) Strongly Agree

19. I had class lessons that included topics such as study and organizational skills.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

20. I had class lessons that included information about advocating for disability services in college and how to disclose my disability.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

The last set of questions are about how you learned about things like going to college, having a job, and living on your own. The researcher wants to know whether you had a chance while in school to learn these skills and how a support system helped you achieve these skills for use in the college environment. Please pick the response that best fits your experiences with preparing for post-secondary outcomes.

21. My family, guardians, or caretakers and I participated in activities to help prepare me for college such as visiting college campuses and helping me complete college applications.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

22. I learned job or career skills through classes in high school that I use now.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

23. I had actual job experiences organized by my high school.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

24. My family often discussed and taught me job skills and/or good work habits.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

25. I learned many things during class in high school that have helped me live on my

own.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

26. I learned many things at home that have helped me live on my own and/or my parents

talked about how to be successful when I was on my own.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

27. My school provided helpful preparation for my transition to college.

(a) Strongly Disagree   (b) Disagree   (c) Neutral

(d) Agree   (e) Strongly Agree

Appendix D

Quality of High School Transition Planning Response in Frequencies

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	18 When I was in high school, I attended my IEP meetings every year.					
	QTP Yes	6	3	3	1	0
	QTP No	2	1	6	5	3
2.	19 I was actively involved in my IEP meetings every year.					
	QTP Yes	5	4	3	1	0
	QTP No	1	2	6	5	3

3. 20 My involvement in my IEP meeting was supported by the school and my family.

QTP Yes	7	4	2	0	0
QTP No	3	0	6	3	2

4. 21 My input was listened to by the IEP team.

QTP Yes	4	5	4	0	0
QTP No	1	3	5	4	4

5. 22 My IEP goals accurately reflected what my interests and preferences were at the time.

QTP Yes	6	4	3	0	0
QTP No	2	2	5	4	4

6. 23 These goals were developed with input from me and my family, guardians, or caregivers?

QTP Yes	4	6	3	0	0
QTP No	4	3	6	2	2

7. 24 A plan for achieving my post-school goals was included in my IEP meetings.

QTP Yes	4	6	2	0	1
QTP No	0	4	6	3	4

8.	25 I was involved in this planning for my future. QTP Yes QTP No	5 3	6 3	2 3	0 5	0 2
9.	26 Test scores and other related data were explained to me and my family. QTP Yes QTP No	2 1	5 4	6 6	0 3	0 3
10.	27 I was asked for input to determine which courses I should take and what support I needed in my classes. QTP Yes QTP No	1 2	6 4	6 5	0 2	0 4
11.	28 My IEP meetings prepared me for postsecondary education. QTP Yes QTP No	3 1	5 1	5 8	0 2	0 5
12.	29 I had classes during high school that helped me learn to advocate for myself and make decisions about my future. QTP Yes	2 1	5 2	4 8	2 2	0 4

QTP No

13. 30 Teachers encouraged and instructed me on how to speak up for myself both in high school and outside of school. QTP Yes QTP No	1 4	8 1	3 6	1 3	0 3
14. 31 Teachers scheduled time with me, in addition to IEP meetings, to discuss my plans for my future. QTP Yes QTP No	2 1	3 2	6 7	2 4	0 3
15. 32 Teachers worked with me to help me determine the best way to advocate for myself. QTP Yes QTP No	1 0	4 5	7 7	1 3	0 2
16. 33 My family worked with me to help me determine the best way to advocate for myself. QTP Yes QTP No	3 3	7 7	3 2	0 4	0 1

17. 34 I had
opportunities in
school to advocate
for myself.
QTP Yes
QTP No

1	8	4	0	0
3	6	7	1	0

18. 35 I had
opportunities at
home to advocate
for myself.
QTP Yes
QTP No

3	9	1	0	0
2	8	5	2	0

19. 36 I had class
lessons that
included topics
such as study and
organizational
skills.
QTP Yes
QTP No

2	6	3	2	0
0	4	4	7	2

20. 37 I had class
lessons that
included
information about
advocating for
disability services
in college and how
to disclose my
disability.
QTP Yes
QTP No

1	3	4	3	2
0	2	5	2	8

21. 38 My family and I
participated in
activities to help
prepare me for

college such as visiting college campuses and helping me complete college applications.					
QTP Yes	3	6	4	3	0
QTP No	6	6	3	2	0
22. 39 I learned job or career skills through classes in high school that I use now.					
QTP Yes	1	6	5	1	0
QTP No	0	5	6	3	3
23. 40 I had actual job experiences organized by my high school.					
QTP Yes	0	4	3	3	3
QTP No	0	2	4	7	4
24. 41 My family often discussed and taught me job skills and good work habits.					
QTP Yes	2	8	2	1	0
QTP No	3	9	3	2	0
25. 43 I learned many things during class in high school that have helped me live on my own.					
QTP Yes	2	4	5	0	2
QTP No	1	4	6	4	2

26. I learned many things at home that have helped me live on my own. my parents talked about how to be successful when I was on my own.

QTP Yes	1	9	3	0	0
QTP No	5	8	3	1	0

27. My school provided helpful preparation for my transition to college.

QTP Yes	0	7	6	0	0
QTP No	0	7	3	5	2

Appendix E

Means and Standard Deviations of QTP Yes & QTP No

	Student Involvement in IEP	QTP Y/N	Descriptive Statistics QTP Yes			
		N	Z Score	N	Mean	Std. Deviation
1	When I was in high school, I attended my IEP meetings every year	30	-2.908	13	1.9231	1.03775
2	I was actively involved in my IEP meetings every year.	30	-3.029	13	2.0000	1.00000
3	My involvement in my IEP meeting was supported by the school and my family.	30	-3.193	13	1.7692	1.09193
4	My input was listened to by the IEP team.	30	-3.013	13	2.0000	0.81650
5	My IEP goals accurately reflected what my interests and preferences were at the time	30	-3.134	13	1.7692	0.83205
6	These goals were developed with input from me and my family, guardians, or caregivers?	30	-1.717	13	1.9231	0.75955
7	A plan for achieving my post-school goals was included in my IEP meetings	30	-3.005	13	2.0769	1.11516
8	I was involved in this planning for my future.	30	-2.466	13	1.7692	0.72501

		N	Z Score	N	Mean	Std. Deviation
9	Test scores and other related data were explained to me and my family.	30	-2.043	13	2.3077	0.75107
10	I was asked for input to determine which courses I should take and what support I needed in my classes.	30	-1.513	13	2.3846	0.65044
11	My IEP meetings prepared me for post secondary education	30	-3.147	13	2.1538	0.80064
	Valid N (listwise)	30	-27.125	13	22.0769	9.58011
	Average Scores		-2.465		2.0069	0.87090

		QTP Y/N	Descriptive Statistics QTP Yes			
	Opportunities for Advocacy	N	Z Score	N	Mean	Std. Deviation
12	I had classes during high school that helped me learn to advocate for myself and make decisions about my future.	30	-2.074	13	2.4615	0.96742
13	Teachers encouraged and instructed me on how to speak up for myself both in high school and outside of school.	30	-1.555	13	2.3077	0.75107
14	Teachers scheduled time with me, in addition to IEP meetings, to discuss my plans for my future.	30	-1.782	13	2.6154	0.96077
15	Teachers worked with me to help me determine the best way to advocate for myself	30	-1.234	13	2.6154	0.76795

		N	Z Score	N	Mean	Std. Deviation
16	My family worked with me to help me determine the best way to advocate for myself.	30	-1.224	13	2.0000	0.70711
17	I had opportunities in high school to advocate for myself.	30	0.5	13	2.2308	0.59914
18	I had opportunities at home to advocate for myself.	30	-1.911	13	1.8462	0.55470
19	I had class lessons that included topics such as study and organizational skills.	30	-2.504	13	2.3846	0.96077
20	I had class lessons that included information about advocating for disability services in college and how to disclose my disability.	30	-1.716	13	3.1538	1.21423
	Valid N (listwise)	30	-13.5	13	21.6154	7.48315
	Average Scores		-1.5		2.4017	0.83146

	QTP Y/N	Descriptive Statistics QTP Yes				
	Skills Taught for the College Environment	N	Z Score	N	Mean	Std. Deviation
21	My family, guardians, or caretakers and I participated in activities to help prepare me for college such as visiting college campuses and helping me complete college applications.	30	-0.287	13	2.0769	0.75955
22	I learned job or career skills through classes in high school that I use now.	30	-1.898	13	2.4615	0.77625
23	I had actual job experiences organized by my high school.	30	-0.911	13	3.3846	1.19293

24	My family often discussed and taught me job skills and/or good work habits.	30	-0.209	13	2.1538	0.80064
25	I learned many things during class in high school that have helped me live on my own.	30	-1.108	13	2.6923	1.25064
26	I learned many things at home that have helped me live on my own and/or my parents talked about how to be successful when I was on my own.	30	-0.771	13	2.1538	0.55470
27	My school provided helpful preparation for my transition to college.	30	-1.573	13	2.4615	0.51887
	Valid N (listwise)	30	-6.757	13	17.3846	5.85359
	Average Scores		-0.96528		2.4835	0.83622

Appendix F

Disability Diagnosis & Receipt of Transition Planning Percentages

	QTP Yes	QTP No
ADHD	0	20
Autism Spectrum	7.69	8
Communication Disorder. Speech & Language Impairment	0	0
Learning Disability	61.54	12
Medical or Chronic Health Condition	7.69	12
Neurological	0	12
Physical or Mobility Impairment	0	8
Visual Impairment	0	0
Hearing Impairment	0	0
Physical Spinal Cord/TBI	0	4
Autoimmune	0	4
Trauma PTSD	15.38	20

Appendix G

Source of Referral Response in Percentages

	Semester of Registration		Type of Student		
	Fall	**Spring**	**Campus**	**Online**	**Both**
Teacher Counselor or Staff. High School Transition Planning.	28.57	27.27	32.26	0	12.5
Disability Provider	10.71	27.27	16.13	0	12.5
Fellow Student	10.71	0	6.45	0	12.5
Professor	3.57	0	0	0	12.5
Campus Brochure or Signs	3.57	0	3.23	0	0
Office of Vocational Rehabilitation (OVR)	3.57	0	3.23	0	0
University Orientation or Visit Day	17.86	0	16.13	100	0
University Website	7.14	36.36	12.90	0	25
Other (Parents, Previous Accommodations, Syllabi, Therapist, Academic Advisor	14.29	19.09	9.68	0	25
Total	100	100	100	100	100
Total Fall/Spring	71.79	28.21			
Total Student Type			77.50	2.50	20

Appendix H

Boxplots

Did you receive or participate in transition planning in high school?

Did you receive or participate in transition planning in high school?

Did you receive or participate in transition planning in high school?

Q1 – When I was in high school, I attended my IEP meetings every year.

Case Processing Summary

| | Did you receive or participate in transition planning in high school? | Cases | | | | | |
| | | Valid | | Missing | | Total | |
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	12	100.0%	0	0.0%	12	100.0%
	No	27	100.0%	0	0.0%	27	100.0%

When I was in high school, I attended my IEP meetings every year

Q2 – I was actively involved in my IEP meetings every year.

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	12	100.0%	0	0.0%	12	100.0%
	No	27	100.0%	0	0.0%	27	100.0%

Q3 – My involvement in my IEP meeting was supported by the school and my family.

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

Q 4 – My input was listened to by the IEP team.

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

My input was listened to by the IEP team.

Q 5 – My IEP goals accurately reflected what my interests and preferences were at the time.

Case Processing Summary

| | Did you receive or participate in transition planning in high school? | Cases | | | | | |
| | | Valid | | Missing | | Total | |
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

My IEP goals accurately reflected what my interests and preferences were at the time

Q 6 – Goals developed with input from me and my family, guardians, or caregivers.

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

These goals were developed with input from me and my family, guardians, or caregivers?

Q 7 – A plan for achieving my post-school goals was included in my IEP meetings.

Case Processing Summary

Did you receive or participate in transition planning in high school?		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

A plan for achieving my post-school goals was included in my IEP meetings

Q 8 – I was involved in this planning for my future.

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

I was involved in this planning for my future.

Q 10 – I was asked for input to determine which courses I should take and what support I needed in my classes.

Case Processing Summary

| | Did you receive or participate in transition planning in high school? | Cases | | | | | |
| | | Valid | | Missing | | Total | |
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

I was asked for input to determine which courses I should take and what support I needed in my classes.

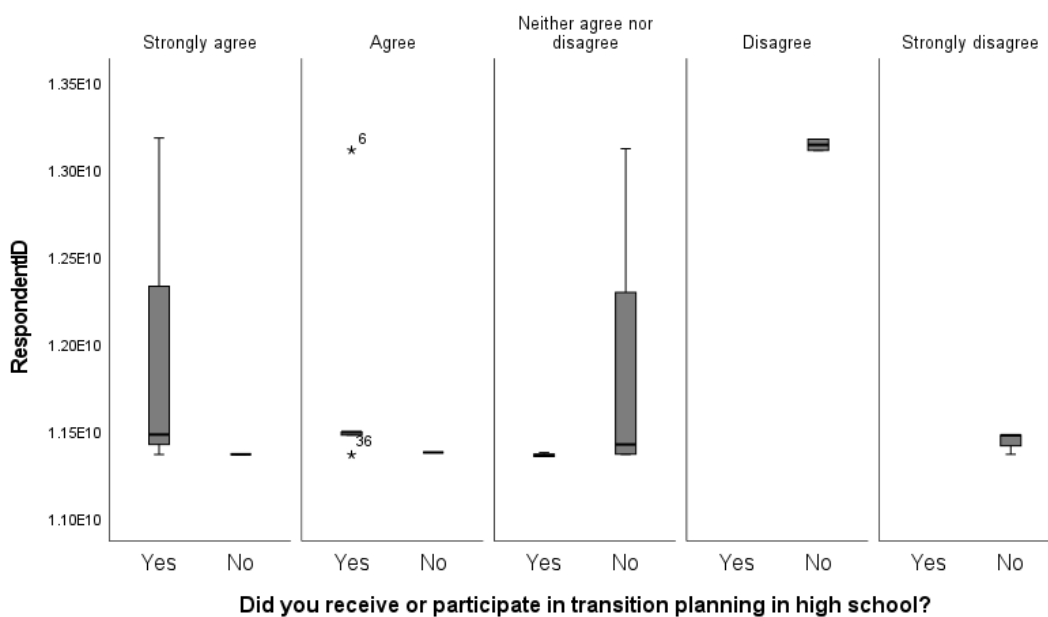*Q 11 – My IEP meetings prepared me for post-secondary education.*

Case Processing Summary

Did you receive or participate in transition planning in high school?		Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

Q 12 – I had classes during high school that helped me learn to advocate for myself and make decisions about my future.

Case Processing Summary

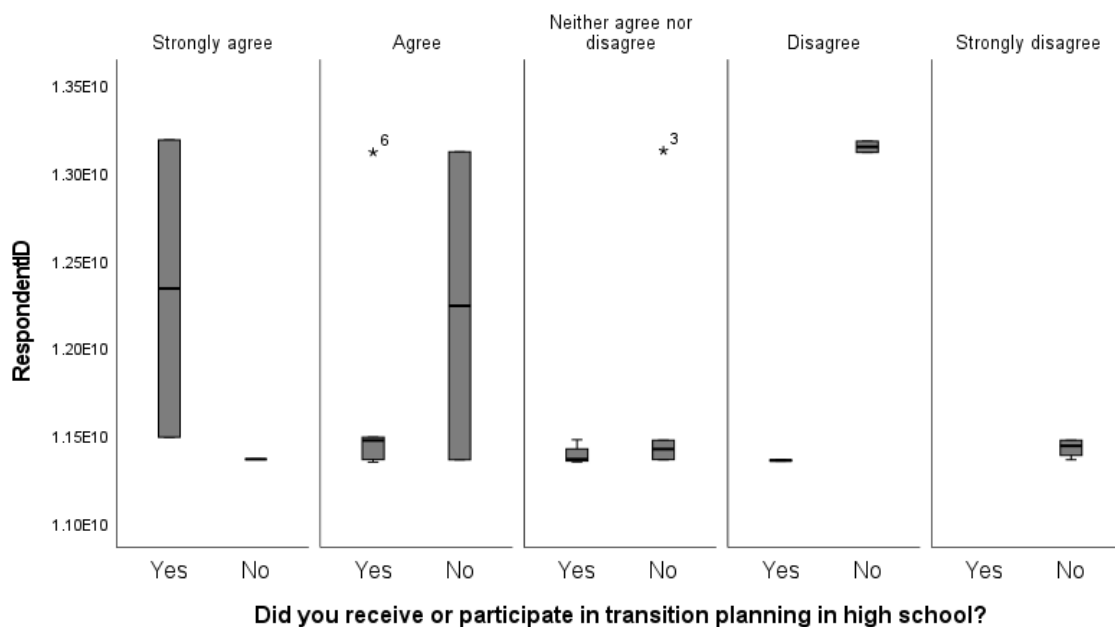| | Did you receive or participate in transition planning in high school? | Cases | | | | | |
| | | Valid | | Missing | | Total | |
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

I had classes during high school that helped me learn to advocate for myself and make decisions about my future.

Q 13 – Teachers encouraged and instructed me on how to speak up for myself both in high school and outside of high school.

Case Processing Summary

| | Did you receive or participate in transition planning in high school? | Cases | | | | | |
| | | Valid | | Missing | | Total | |
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

Teachers encouraged and instructed me on how to speak up for myself both in high school and outside of school.

Q 14 – Teachers scheduled time with me in addition to IEP meetings to discuss my plans for my future.

Case Processing Summary

| | Did you receive or participate in transition planning in high school? | Cases | | | | | |
| | | Valid | | Missing | | Total | |
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

Teachers scheduled time with me, in addition to IEP meetings, to discuss my plans for my future.

Q 15 – Teachers worked with me to help determine the best way to advocate for myself.

Case Processing Summary

| | Did you receive or participate in transition planning in high school? | Cases | | | | | |
| | | Valid | | Missing | | Total | |
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

Teachers worked with me to help me determine the best way to advocate for myself

Q 17 – I had opportunities in school to advocate for myself.

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

I had opportunities in high school to advocate for myself

Did you receive or participate in transition planning in high school?

Q 20 – I had class lessons that included information about advocating for disability services in college and how to disclose my disability.

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

I had class lessons that included information about advocating for disability services in college and how to disclose my disability

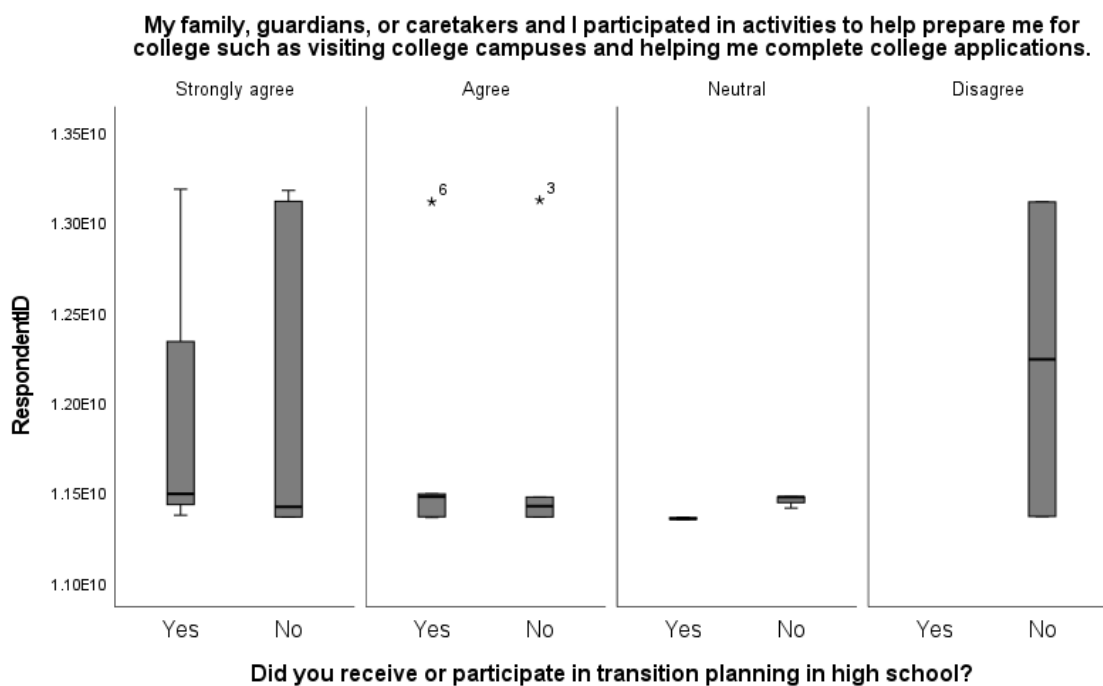*Q 21 – My family, guardians, or caretakers and I participated in activities to help prepare me for college such as visiting college campuses and helping me complete college applications.*

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

My family, guardians, or caretakers and I participated in activities to help prepare me for college such as visiting college campuses and helping me complete college applications.

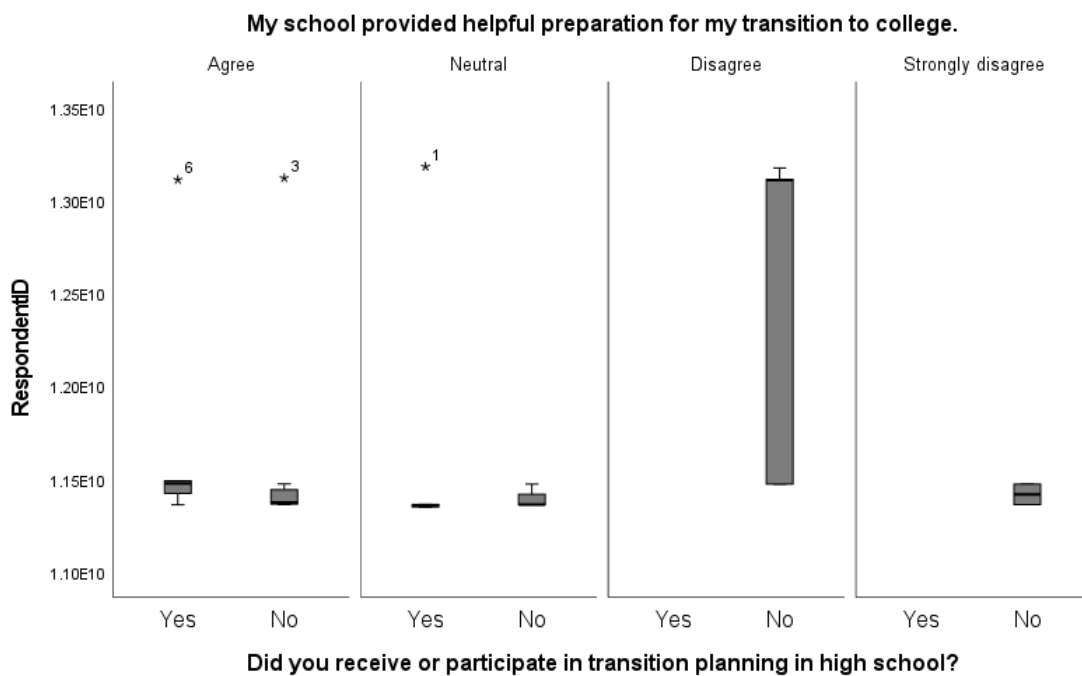*Q 44 – My school provided helpful preparation for my transition to college.*

Case Processing Summary

	Did you receive or participate in transition planning in high school?	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
RespondentID	Yes	13	100.0%	0	0.0%	13	100.0%
	No	28	100.0%	0	0.0%	28	100.0%

My school provided helpful preparation for my transition to college.

Appendix I

Means and Standard Deviations of QTP Yes & QTP No

Table 4

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
When I was in high school, I attended my IEP meetings every year	13	1.00	4.00	1.9231	.28782	1.03775
I was actively involved in my IEP meetings every year.	13	1.00	4.00	2.0000	.27735	1.00000
My involvement in my IEP meeting was supported by the school and my family.	13	1.00	4.00	1.7692	.30285	1.09193
My input was listened to by the IEP team.	13	1.00	3.00	2.0000	.22646	.81650
My IEP goals accurately reflected what my interests and preferences were at the time	13	1.00	3.00	1.7692	.23077	.83205
I was involved in this planning for my future.	13	1.00	3.00	1.7692	.20108	.72501
I was asked for input to determine which courses I should take and what support I needed in my classes.	13	1.00	3.00	2.3846	.18040	.65044
I had classes during high school that helped me learn to advocate for myself and make decisions about my future.	13	1.00	4.00	2.4615	.26831	.96742
I had opportunities in high school to advocate for myself	13	1.00	3.00	2.2308	.16617	.59914
I had opportunities at home to advocate for myself	13	1.00	3.00	1.8462	.15385	.55470
I had class lessons that included topics such as study and organizational skills	13	1.00	4.00	2.3846	.26647	.96077
I learned job or career skills through classes in high school that I use now.	13	1.00	4.00	2.4615	.21529	.77625
I had actual job experiences organized by my high school.	13	2.00	5.00	3.3846	.33086	1.19293
I learned many things during class in high school that have helped me live on my own	13	1.00	5.00	2.6923	.34687	1.25064
Valid N (listwise)	13					

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
I had class lessons that included information about advocating for disability services in college and how to disclose my disability	13	1.00	5.00	3.1538	.33677	1.21423
My school provided helpful preparation for my transition to college.	13	2.00	3.00	2.4615	.14391	.51887
A plan for achieving my post-school goals was included in my IEP meetings	13	1.00	5.00	2.0769	.30929	1.11516
My IEP meetings prepared me for post secondary education	13	1.00	3.00	2.1538	.22206	.80064
My family, guardians, or caretakers and I participated in activities to help prepare me for college such as visiting college campuses and helping me complete college applications.	13	1.00	3.00	2.0769	.21066	.75955
These goals were developed with input from me and my family, guardians, or caregivers?	13	1.00	3.00	1.9231	.21066	.75955
Test scores and other related data were explained to me and my family.	13	1.00	3.00	2.3077	.20831	.75107
My family worked with me to help me determine the best way to advocate for myself.	13	1.00	3.00	2.0000	.19612	.70711
My family often discussed and taught me job skills and/or good work habits.	13	1.00	4.00	2.1538	.22206	.80064
I learned many things at home that have helped me live on my own and/or my parents talked about how to be successful when I was on my own	13	1.00	3.00	2.1538	.15385	.55470
Teachers encouraged and instructed me on how to speak up for myself both in high school and outside of school.	13	1.00	4.00	2.3077	.20831	.75107
Teachers scheduled time with me, in addition to IEP meetings, to discuss my plans for my future.	13	1.00	4.00	2.6154	.26647	.96077
Teachers worked with me to help me determine the best way to advocate for myself	13	1.00	4.00	2.6154	.21299	.76795
Valid N (listwise)	13					