**Reflection**

 This was a two-part project for SPED 856, which is a KU Master’s Degree course that deals with transition education and services. This particular assignment was an opportunity to research and analyze resources in a district and then determine how to improve the area in most need. To complete this assignment, I interviewed an educator in the district in which I am from since I am currently not teaching.

 The purpose of this project was to not only research and analyze resources in the district but to also address how selected and analyzed articles and websites could support the district in terms of student involvement, transition-age youth, transition planning, and self-determination. Specifically, I focused on the area of family involvement since it scored lowest on the Transition Coalition rating scales.

 My reflection of this paper occurs in two parts, as did the assignment. First, I learned the importance of transition services to students who have disabilities, and what this particular district’s transition domains look like. This assignment not only taught me the importance of each domain, but I also learned how vital family involvement is to the success of transition programs. I also learned how research relates to practice and how I can use that information to create long lasting outcomes for students as they transition out of high school and into their futures (employment, independent living and further education or training).

 Secondly, as I searched for ways to better family involvement through the KU library, I came to the conclusion that family involvement is more than just family members showing up to meetings or returning emails; it is the family’s ability and opportunity to connect with school personnel and outside agencies in order to fully support the students. There are family involvement tools and supports that exist, and that I can implement, so that together we can make a huge difference in students’ postsecondary lives.

 As a result of my hard work and dedication, I received almost full marks on Part One and full marks on Part Two with positive feedback from Professor Monica Simonsen. There was not feedback to improve or work on my project, so I chose not to revise. There was an inquiry to see how other school and community data could have been included to flesh out my analysis, and evidence of this can be found in the research done for Part Two. Additionally, I did review the rubric to determine if there was any further work I would like to incorporate. I also checked for grammatical and structural errors. There were none, and so in this I made sure to examine the project carefully to determine if there was any other changes I wanted to make that might improve the product.

 Through this course, specifically this project, I was provided with an opportunity to learn about transition services, specifically how I can address parent perspectives and the impact of parents on the quality of transition goal setting. As an aspired elementary educator, I now also see the importance of starting transition supports early so that students are instilled with motivation and eagerness to work towards their goals. I am fully committed to understanding how family involvement impacts the transition planning process, and thanks to this course, I am now more confident in my transition knowledge and practices.