**Megan Gregory–Running Project 2**

 Stigler Public Schools was recently evaluated in regards to transition by completing the Quality Indicators Survey with Laura, a Special Education Coordinator for the district. This district scored well in a variety of areas, including the highest score (4.00 out of 4.00) in Transition Planning, which was discussed in the first part of this project along with the other domains and their scores. The assessment revealed that the Family Involvement domain, with a score of 3.00, is the area most in need of improvement. Within this domain, the areas that stood to improve the most with research-based guidance were the need for language interpreters as well as information and training provided to families about transition. During the initial interview, Laura explained her ideas and goals for these, and knew of innovative programs that may serve as models for the district to support students in post-secondary outcomes. It is through the second portion of this project that I learn how the stronger family involvement is in a student’s transition program, the more likely they are to succeed once they move forward into the post-secondary stage of their life.

 The purpose of this project is to provide information and guidance to transition teachers in the Stigler Public Schools district as they continue to strive to provide the highest quality of education possible. The aim of this project is to strengthen efforts already being made by educators by providing research-based perspectives that draw further attention to the indicators of transition that correlate with positive post-school outcomes in the Family Involvement domain. Additionally, these can and hopefully will change the approach that teachers take towards various aspects of instruction, and even replace the current methods with more effective and supportive ones. For the purpose of reader accessibility, this project is divided into three parts: Literature Review, Website Abstracts, and Summary of Findings.

**Literature Review Table:**

Several sources provide information on strategies for Family Involvement. Detailed information from three articles is included in Table 1.

**Table 1. Information pertinent to Family Involvement**

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| --- | --- | --- |
| **Study (APA Citation)** | **Purpose(s) of Study** | **Key Findings** |
| Cote, D. L., Jones, V. L., Sparks, S. L., & Aldridge, P. A. (2012). Designing Transition Programs for Culturally & Linguistically Diverse Students with Disabilities. *Multicultural Education*, 20(1), 51-55.  | 1. To identify skills that lead to self-determination, in students with disabilities who come from culturally and linguistically diverse (CLD) backgrounds
2. To provide steps to involve, CLD families and students in successful transition planning
 | * To enrich family’s lives, “professionals must view families as valuable members of the transition planning team in order to avoid feelings of inadequacy within the family”
* Demonstrate cultural competence by “encouraging and respecting all of the family’s perspectives on a child’s potential strengths”
* Support family values by developing transition goals that can be supported at the student’s home
* Promote a family centered approach by using a student self-directed IEP
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| Geenen, S., Powers, L. E., & Lopez-Vasguez, A. (2001). Multicultural aspects of parent involvement in transition planning. *The Council for Exceptional Children*, *679*, 265-280. | 1. The purpose of this study was to determine the differences in the ideas of family involvement as viewed by parents vs. educators.
2. The study was also trying to determine why CLD students seemed to be overrepresented and how much did cultural differences play into the results of the findings.
 | * CLD parents are actively involved in their child’s transition, but not necessarily through school based planning
* Many outside of school programs and planning may be a better resource for some CLD parents and their transition students
* Having parents participate with the professionals in their own communities to possibly be more meaningful and lend to a more productive school-based transition
* Continuation in studying the impact of different cultural variables would be important to determine how these affect transition for CLD students and their families
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| Kohler, P. D., & Field, S. (2003). Transition-focused education foundation for the future. *The Journal of Special Education*, 37(3), 174-183.  | 1. The purpose of this study was to present and summarize three key aspects: (a) federal special education and disability legislation; (b) federal, state, and local investment in transition services development; and (c) effective transition practices research
2. Strategies for involving parents of transitioning students were also an important focus of this article.
 | * The authors of this article found that there were certain attributes a model transition program should have to be effective. Some of these model programs had similar components. They were system-wide, student and family centered, had effective interagency collaboration, facilitation of systematic professional development for staff, a supportive and inclusive form of leadership, and an emergence of connections among a variety of local and federal transition initiatives.
* Five categories are recognized being effective student-focused planning, student development, interagency and interdisciplinary collaboration, family involvement, and program structure
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**Website Abstracts**

The following two websites serve as resources for teachers as they address various transition-related needs. For the purpose of this paper, the focus upon Family Involvement is maintained. The abstracts include information regarding the target audience, purpose of the site, links and media, resources available, layout of the site, and site navigation. I used the library provided through the University of Kansas, specifically by searching through journals such as: *Journal of Special Education, Multicultural Education,* and *The Council for Exceptional Children.*

The National Alliance for Secondary Education and Transition is a national organization that was voluntarily assembled in 2003. Its purpose is to identify the needs of the youth, specifically what they need to become successful participants in postsecondary education and training. This resource provides families of students with disabilities with information and resources in the following areas: schooling, career preparatory experiences, youth development and youth leadership, family involvement, and connecting activities. This site is easily navigated and supported with national standards provided along with evidence and research. From this website, we learn how the success of family involvement is advocated by the principal and implemented by educators, administrators, and other staff. Additionally, I will apply how successful family involvement nurtures youth’s interests, choices, and partnerships.

Transition Toolkit (n.d.). Retrieved April 20, 2018, from <http://www.nasetalliance.org/family/index.htm>

 The second website is the National Center on Secondary Education and Transition (NCSET). The NCSET was created so that we can coordinate national resources, offer technical assistance, and disseminate information that is related to secondary education and transition for youth who have disabilities. Further, NCSET creates opportunities for these youth to set out and achieve successful futures. After navigating through this website, I learned that it offers over twenty-five topics to choose from ranging from the Universal Design for Learning (UDL) to Individualized Education Programs (IEP) and Transition Planning. Links of resources, other websites, promising practices, and frequently asked questions are also provided. This organization promotes topics I will apply to my practice such as including youth and families in order to support partnerships at various levels to improve upon transition programs while providing information and assistance to families.

Parent/Professional Collaboration. (n.d.). Retrieved April 20, 2018, from <http://www.ncset.org/topics/family/default.asp?topic=29>

**Summary of Findings**

It has been a privilege to learn from this entire course the important areas that create a successful transition program for students and their families. 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.

The common theme that I recognized across the three articles was how there are family involvement tools and supports that exist since this makes a huge difference in students’ postsecondary lives. Since this is such an important quality indicator, it is vital that we assist families by reaching out to them and providing them with necessary information and training. Through this project, I have learned that there needs to be more research done in regards to the identification of strategies that will help and support family-agency-student partnerships. The chosen articles explain factors that lead to the success of this, such as effective planning, collaboration, student development, and student-centered approaches. Each resource depicts routes to including family in the transition program process while respecting cultural and linguistic differences. Maintaining advocacy and cultural reciprocity remains the overarching goal in successfully including families in this process.

The two websites I chose were found through the Transition Coalition website which gave a list of family related resources. I learned that this information was not just for the students with disabilities and their families but also for educators (such as myself). The supports ranged from tools in technology as well as family transition activities. Additionally, these websites are very user-friendly, show evidence of national standards, and support further research. The NSTAC website provides information on family relationships while integrating how these relationships play a vital role in the lives of youth who have disabilities as well as who come from diverse cultural communities. The NCSET website shows evidence of many more resources that are not only in regards to transition but areas such as UDL, IEPs, transition programming, and mentoring youth. Websites such as these should be shared with all families so that they can begin to successfully be involved since it truly is never too early to begin planning.

Overall, my biggest take-away from conducting this research for this project was that family involvement is the glue that holds transition programs together. This is supported through the discussions in the articles and websites; along with the experience and insight I have gained from this project and this course. Family involvement is the largest indicator of successful outcomes for students in transition. This experience has allowed me to learn of what to avoid, what will present itself, and how to recognize how families feel; in other words, we should help them feel valued and be seen as equal participants in this process. By giving attention to those who need it and by supporting educators, we can spend more time motivating family members to become involved. As we learn together how to best support their students, we will grow together throughout the transition process respecting, collaborating, and including one another.

Feedback:



Assignment description:

### Instructions

For this assignment, you will find, read, and summarize three high-quality articles from peer-reviewed journals and two websites for the domain related to the most critical area of need in the district you evaluated (identified in Running Project 1). Your final assignment will include summaries of these 5 articles/websites. You should be careful and deliberate in your search. Rather than settle on the first article you find related to your topic, look for articles and websites that can help you to address some of the weaknesses in your own school system. For example, if you select “Student Involvement” as your domain, you should find an article that relates to transition-age youth and transition planning. You would not earn full points for reviewing an article about self-advocacy in elementary school. To earn full points, at least one of your research articles and at least one website should address a diversity issue. For example, if your area of focus is family involvement in transition, one of your articles should discuss culturally diverse family involvement in transition. For a website example, you could search for a website that addresses diversity for families who have children with disabilities.

There are several avenues for identifying articles and websites for your project. First, you can check the readings and additional resources from class related to the topic you have selected. You can then go to the KU library online website to download copies of these articles. Be sure to consider recent articles; do not go back beyond the year 2000.

To get started, go to [http://www.ku.edu/](http://www.ku.edu/%22%20%5Ct%20%22%E2%80%9C_blank%E2%80%9D) and click on the Libraries link. You will need to use your KU ID to log on in order to download electronic copies of articles. You can go to the E-journals link on the left and search for some suggested journals: Career Development for Exceptional Individuals (this journal is the leading journal for transition), Exceptional Children, Journal of Special Education and Research and Practice for Persons with Severe Disabilities, Journal of Learning Disabilities, Journal of Special Education and other professional journals with which you may be familiar. You can browse these journals by each edition and look at the table of contents for titles pertaining to your topic. This is a great way to identify current articles related to your topic.

You can also use [Google Scholar (Links to an external site.)Links to an external site.](http://scholar.google.com/%22%20%5Ct%20%22_blank). If you are not familiar with this, get familiar with it! The best part is, you can change your settings so that you are linked to the KU library, and then you can get directly to the article from Google Scholar via the KU library (for free). It is very cool and easy. In your settings, under Library Links, link to “University of Kansas Libraries.” Then, whenever KU has something from your Google scholar list, you can just click “get at KU” and you go directly to the article.

You may check the resources sections of the different topics covered in class to assist with finding websites. It is expected that you will use the American Psychological Association’s rules for citing references in APA style, using the APA Style Publication Manual (6th Edition). There are several excellent websites that provide good information about APA style. Both your research articles and your websites must be listed using APA format (6th edition).

### Guidelines

Please include the following information in your report. Use the headers listed below as the major headers in your paper, as this will ensure you include all the critical information.

1. Brief description of the domain you have selected and a rationale. This is based on the results of your Quality Indicators results from Project 1. Be sure to reference your Quality Indicator results in your rationale.
2. Literature Review Table. For each of the research articles you review, you will fill in a row of a literature review table. The headings are as follows (see sample and template in the complete assignment, linked below):
	1. APA Citation of the Article
	2. Research Purpose
	3. Key Findings
3. Website Abstracts. For each of the websites, you create an abstract that includes the following information:
	1. APA Citation of the Website
	2. Website description (e.g. target audience, focus, description of resources and links)
4. Summary of Findings. Provide a brief (two to three paragraphs) summary of your findings and describe how this information might impact or influence your practice. Your summary should address the following:
	1. For the articles:
		1. What did you learn that was new?
		2. What were common findings across all three articles?
	2. For the websites:
		1. What did you like about these websites?
		2. How does the information relate to your priority transition domain?
	3. For the overall summary, describe how you will use the information you learned and apply it to your practice and/or make programmatic changes.

Please save your work as one document that includes your rationale, literature review table, your website abstracts, and your summary of findings and save it as: RP2-your initials.doc and submit within this assignment. Be sure to also type your name into the Word document at the top with the date.

To access the literature review table template and to view the detailed rubric showing how you will be assessed, please download the full assignment by clicking [here](https://kuconnect.ku.edu/courses/1286/files/312071/download?verifier=PIr5ecDsEt8WLP57M1A0ciWL9yBWwLjyWSsRjpOV&wrap=1).

Rubric:

|  | 0 | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the domain you have selected and a rationale.**  | A description of the domain was not included. | Domain selected is identified but not described in detail nor is the domain supported by the Quality Indicators data. | Domain selected is identified. The choice was not based on the results of the Quality Indicators survey from project 1 or this link to the data was not described. | Domain selected is identified and somewhat described. A rationale is not provided. The choice was based on the results of the Quality Indicators survey from project 1. | Domain selected is identified and briefly described. A rationale is provided. The choice was based on the results of the Quality Indicators survey from project 1. | Domain selected is identified and clearly described. A rationale is explained and is directly connected to project 1. The choice was based on the results of the Quality Indicators survey from project 1. |
| **APA citations for websites and articles** | No APA citations or reference list is provided. | Less than 4 of the sources are properly formatted in APA style. More than 3 of the APA references have major errors (e.g., incorrect citation of a title, volume, authors, etc.) as well multiple as minor errors (e.g., punctuation). Citations are not always correct throughout paper and table. Quotes are not used appropriately. | Less than 3 of the sources are properly formatted in APA style. More than 3 of the APA references have major errors (e.g., incorrect citation of a title, volume, authors, etc.) as well multiple as minor errors (e.g., punctuation). Citations are not always correct throughout paper and table. Quotes are not used appropriately. | At least 3 of the sources are properly formatted in APA style. More than 2 of the APA references have major errors (e.g., incorrect citation of a title, volume, authors, etc.) as well multiple as minor errors (e.g., punctuation). Citations are not always correct throughout paper and table. Quotes are used appropriately. | Most of the 5 sources are properly formatted in APA style. APA references are mostly written accurately with one major error (incorrect citation of a title, volume, authors, etc.) as well as minor errors (e.g., punctuation). Citations are correct throughout paper and table. Quotes are used appropriately. | All 5 sources are all properly formatted in APA style. All APA references are written accurately with no mistakes or extremely minor mistakes (e.g., punctuation). In text citations using APA are made correctly throughout paper and table. Quotes are used appropriately.  |
|  |  |  |  |  |  | **20/20** |
|  | 0 | 1-10 | 11-20 | 21-30 | 31-40 | 41-50 |
| **Literature Review Table**: Selection of appropriate articles | The selected articles are not relevant to the targeted domain and are not from peer-reviewed research journals. | The selected articles are relevant to the targeted domain, but none were directly relevant to the targeted domain, were too old, or unrelated to the topic and were not from peer-reviewed research journals. | The selected articles are relevant to the targeted domain topic but two or more are not related to the specific area of need identified through the QI survey or the article was too old. The articles are all from publications but were not all peer reviewed journals (e.g., newsletter, monograph). None of the articles address diversity. | The selected articles are relevant to the targeted domain topic but at least one is not related to the specific area of need identified through the QI survey or the article was too old. The articles are all from publications but were not all peer reviewed journals (e.g., newsletter, monograph). None of the articles address diversity. | The selected articles are all relevant to the targeted domain topic and the specific area of need identified in the QI survey. The articles are all from publications but were not all peer reviewed journals (e.g., newsletter, monograph). None of the articles address diversity. | The selected articles are all relevant to the targeted domain topic and the specific area of need identified in the QI study and are from peer-reviewed journals. At least one article addresses diversity. |
| **Literature Review Table**: Research Purpose | Research purpose not provided for two or more of the articles and the others were vague or missing critical information. | Research purpose for two of the articles is vague or missing critical information or too wordy and containing unnecessary and irrelevant information.  | Research purpose for all three articles is present, but the descriptions for one article is vague or missing critical information or is either too wordy or contains irrelevant information. | Research purpose for at least 1 of the articles is accurately and clearly described but the others were either too wordy or contain unnecessary information or were missing details. | Research purpose for 2 of the articles is accurately and clearly described with enough information for the reader to understand the purpose of the study. | Research purpose for all three articles is accurately and clearly described with enough information for the reader to understand the purpose of the study. The purpose for each article is consistently formatted and reads well. |
| **Literature Review Table**: Key Findings | The key findings were not provided for more than 2 of the articles | The key findings are missing for one or more of the articles. | The key findings for all at least 1 of the articles is accurate but the key findings for the other article are vague or missing critical information. Missing key information or is too wordy and contains unnecessary information. The section was inconsistently formatted and did not read well.  | The key findings for 2 of the articles are accurate but at least one article is either missing key information or is too wordy and contains unnecessary information. The section was inconsistently formatted and did not read well.  | The key findings for three articles are accurate with enough information for the reader to understand the results of the study. The section was inconsistently formatted and did not read well.  | The key findings for all three articles are accurately and clearly described with enough information for the reader to understand the results of the study. The key findings section is consistently formatted and reads well. |
| **Website Abstracts**: Selection of appropriate websites | All 3 of the selected websites was not relevant to the targeted domain topic and contain out-of-date information None of the websites address diversity. | At least 2 of the selected websites was not relevant to the targeted domain topic and at least 2 current or contain out-of-date information None of the websites address diversity. | At least 1 of the selected websites was not relevant to the targeted domain topic and at least one was current or contain out-of-date information None of the websites address diversity. | The selected websites are somewhat relevant to the targeted domain topic but contain out-of-date information and at least one was not relevant. None of the websites address diversity. | The selected websites are all relevant to the targeted domain topic and contain up-to-date information. None of the websites address diversity. | The selected websites are all relevant to the targeted domain topic and contain up-to-date information. At least one website addresses diversity. |
| **Website Abstracts**: Website Description  | No description provided or the descriptions provides were inaccurate, misleading and incomplete. | Brief description of the website with at least 2 missing 2 or more of the following: a) overall purpose, b) layout, or c) target audience for the website. At least 2 of the websites Did not describe links and resources on site, but instead focused on a single resource or topic within website. | Brief description of the website with at least 2 missing one of the following: a) overall purpose, b) layout, or c) target audience for the website. At least 2 of the websites Did not describe links and resources on site, but instead focused on a single resource or topic within website. | At least 2 websites with clear description of the overall purpose, layout, and target audience for the website. Did not describe links and resources on site, but instead focused on a single resource or topic within website.  | General description of the overall purpose, layout, and target audience for the website. Describes the various links, media, and resources that are available. Does not include summary of navigation | Clear description of the overall purpose, layout, and target audience for the website. Describes the various links, media, and resources that are available. Includes summary of site navigation.  |
| **Summary of Findings** | No summary provided. | Summary includes a reflection but does not specifically address the required questions. | Summary answers the following questions:1. How did you select the articles and websites?
2. What did you learn about your targeted domain as a result of this project?
3. How will you use the information you learned?
 | Summary clearly and logically answers the following questions: 1. How did you select the articles and websites?
2. What did you learn about your targeted domain as a result of this project?
3. How will you use the information you learned?
 | Summary clearly and logically answers all of the following questions:1. How did you select the articles and websites?
2. What did you learn about your targeted domain as a result of this project?
3. How will you use the information you learned?

Summary specifically mentions each of the reviewed sites. | Summary clearly and logically answers all of the following questions:1. How did you select the articles and websites?
2. What did you learn about your targeted domain as a result of this project?
3. Were there any similarities or differences in the findings or perspectives of these resources?
4. How will you use the information you learned?

Summary specifically mentions each of the reviewed sites. |
|  |  |  |  |  |  | **300/300** |
|  |  |  |  |  | **Total Points** | **320/320** |