

Project UNITE:

A Proposed Framework for Unifying South Carolina
PSE Programs and South Carolina Vocational
Rehabilitation to Enhance Employment Outcomes
and Systems of Support



Contributors:

Anthony J. Plotner

Charles B. Walters

Patrick Michael Kelly

Stephanie Livesay

Leigh Burnette

Victoria Thomas

Anni Blankenship

The University of South Carolina

2015

UNITE Manual
Table of Contents

Section 1: Introduction

Section 2: Vocational Rehabilitation Contribution to PSE Programs

Section 3: Preparing for Exit Planning

Section 4: Overview of Team Members

Section 5: Suggested Exit Planning Activities

Section 6: References

Section 1: Introduction

I. Background of Project UNITE

Transitioning into the labor market can present unique challenges for young people. Such challenges are often more pronounced for young people with disabilities, especially those with Intellectual and Developmental Disabilities (IDD). Labor force statistics indicate that approximately 30% of working-age adults with disabilities are employed compared with 71% of people without disabilities (Bureau of Labor Statistics, November 2012). Data suggest that those who are employed work limited hours with low wages (Boeltzig, Timmons & Butterworth, 2008; Mank, Cioffi & Yovanof, 2003). Labor force data also indicate that workers with disabilities experienced significantly higher levels of job loss in the last ten years (Kaye, 2010; Fogg, Harrington & McMahon, 2010). Further, in 2010, community rehabilitation providers (CRPs) responding to a national survey reported that only 19 percent of the individuals with IDD receiving services were accessing individual integrated employment supports (Domin & Butterworth, 2012).

College has consistently been viewed as a pathway to high-skilled and high-wage jobs. In the last several years, postsecondary education (PSE) programs have emerged as a means of enhancing employment options and outcomes for students with IDD. Research linking successful employment outcomes to PSE experiences for students with IDD (e.g., Zaft, Hart, & Zimbrich, 2004) has fueled increases in the number of campus programs nationwide. Approximately 220 PSE programs for students with IDD are positioned across the country (Hart, Grigal & Weir, 2010).

Outside of a few demonstration projects and a handful of small studies, little information is available regarding individuals with IDD exiting college and entering the workforce. Most new PSE programs emphasize students' activities during program as opposed to preparation for long-term employment outcomes after college. As programs become more established, the focus has shifted toward these outcomes in an attempt to ensure students exit college with effective systems of support (Plotner & Marshall, 2015). Project UNITE emerged out of the partnership between the South Carolina Vocational Rehabilitation Department (SCVRD) and the CarolinaLIFE program. This partnership has been extremely strong; however, both entities believe that this collaboration could be strengthened by formalizing and outlining roles and activities of these critical partners as student transition into independent living environments. The purpose of Project UNITE was twofold: (1) obtain a better understanding of how VR professionals across the country are collaborating with PSE programs; and (2) develop a tool or guide that can assist PSE professionals in fostering and refining crucial relationships with VR, focusing specifically on students as they exit out of college. The Project UNITE guide is specifically designed to improve, enhance, and build the statewide partnership between South Carolina PSE programs and the South Carolina Vocational Rehabilitation Department (SCVRD) to achieve viable, long-term employment outcomes for South Carolinians with IDD. This guide should serve as a foundation to the improvement of this exit planning partnership and generate ideas and possible collaborative activities to enhance the process.

Needs in exit planning may vary greatly across individuals in PSE programs and across PSE programs themselves. This guide is not meant to be a fully comprehensive resource, but as a

guide to assist PSE programs and SCVRD professionals to formalize a partnership that maximizes the benefit for students. This exit planning protocol has been designed by team members from the CarolinaLIFE program. However, it has not been formally piloted, and we anticipate refining the guide once a formal implementation of its suggested guidelines is complete. While the protocol emphasizes collaboration with SCDVR, it has been our experience that these timelines and suggested actions also serve as decent guidelines for other collaborative activities with other agencies (e.g. SC Department of Disabilities and Special Needs). While the focus of this manual is meeting the employment goals of students during the exit planning process, our framework for exit planning also lends itself well to goals regarding independent living and potentially other areas of interest such as healthcare. We hope that other SC PSE programs find all or parts of this guide to be helpful in their development of stronger and more sustainable relationships with state vocational rehabilitation professionals and their advancement of exit planning processes.

II. What is Vocational Rehabilitation

Vocational Rehabilitation (VR) is a federal-state program that assists individuals with disabilities to prepare for achieve and maintain competitive employment. Vocational Rehabilitation is operated by state and local agencies, and it is not an entitlement program. Individuals are eligible to receive VR services if they have a disability that results in a substantial barrier to employment and are at least 16 years of age, unemployed, or experiencing problems with their performance in their existing employment because of their disability. In addition, this involves individuals lacking the necessary resources to locate, acquire, and succeed in paid employment opportunities qualify for VR services. If resources are limited, individuals with the highest support needs receive precedence in service allocation in States where order of selection applies. VR provides or sponsors an array of services to include vocational counseling, supported employment, benefits planning, job preparedness training, vocational evaluations as well as other services to lead to successful employment. The vision and mission of VR agencies remain consistent across states, but each state system may have unique aspects.

III. What is the Exit Planning Process?

Likened in many ways to the federally mandated Transition Plan that guides a student's IEP into their adult years, the exit planning process is where all of the PSE efforts really come together in a unified vision for life after college. The exit planning process (EPP) should start from the moment a student is accepted into the PSE program. Whenever it starts, however, at some point methodical planning should take place to prepare for students who are leaving the PSE program. For purposes of this guide, the EPP is a formal and systematic approach to providing services to PSE students as they approach graduation. The EPP can consist of many aspects including housing, social and recreational, healthcare, and employment; however, this guide focuses specifically on one aspect of the process: employment. Further, this guide only discusses the partnership between the PSE program and one employment agency (i.e., SCVRD).

Exit planning is implemented to ensure that students will have sufficient support to achieve their post-college career goals. Similar to post-high school transition plans, exit planning aims to

outline the support systems a student will utilize after college. These plans could involve securing living arrangements that complement students' goals for independence; ongoing and systematic communication with local adult service providers; plans for continued social interaction and leisure activities; and communication and collaboration with other stakeholders in the future success of the student.

Section 2: Vocational Rehabilitation Contribution to PSE Programs

The first phase of Project UNITE was to examine the relationship between state vocational rehabilitation (VR) agencies and postsecondary education (PSE) programs for individuals with intellectual and developmental disabilities (IDD). Specifically, we aimed to identify (a) VR/PSE collaboration levels, (b) the roles and activities of VR counselors during such collaboration (c) PSE characteristics that advance VR/PSE collaboration levels, and (d) the relationship between collaboration level and level of understanding of VR among PSE administrators.

A nationwide survey was distributed to program administrators. The survey was divided into two sections. The first section was structured to collect demographic data. The section sections consisted of 11 items related to collaboration with state and federal VR professionals. A total of 204 potential participants were identified through the ThinkCollege national database. The sampling frame was reduced to include only 143 non-dual enrollment programs. The final sample consisted of 79 participants who completed an online survey within a 3-week timeframe. Participants consisted of PSE program directors, associate directors, program coordinators, university faculty, and administrative staff across 30 states. Most PSE programs used a totally inclusive or a hybrid model, with only 13% of programs using a segregated model.

Data analysis was exploratory in nature and consisted of descriptive statistics, cross-tabulation, chi-square, and one-way ANOVA. Regarding VR/PSE collaboration levels, analyses revealed that 40% of respondents noted a high level of collaboration, with reports of moderate and weak/non-existent levels of collaboration at 25% and 35%, respectively. Researchers found that when asked about their understanding of the VR role, 4% of respondents indicated a complete absence of understanding. The remaining 96% of responses were uniformly distributed across the remaining levels (weak/minimal, moderate, and high). In addition, the frequency of VR/PSE communications was reported to be moderate or high by 65% of respondents, with 9% acknowledging no communication. When asked about VR activities, over 80% of respondents did not identify the presence of activities involving the provision of transportation or PSE staff training for PSE professionals. Over 50% of respondents also reported VR's absence from the exit planning process.

The respondents were also asked to answer questions regarding what activities VR perform on a 4-point Likert-type scale (A great deal, Occasionally, Seldom, or Never). The least frequent reported activities were providing transportation and PSE staff training to PSE professionals; these were reported as seldom or never occurring by VR at 80% and 88%, respectively. For all service-related questions, 53% to 88% of participants reported that VR counselors seldom or never participated in these basic transition activities. Of note is that 53% of participants reported

that VR counselors never or seldom participated in exit planning—the final step in the PSE program before individuals with IDD exit to become clients of adult service agencies. Finally, researchers finally tried to determine if PSE administrators' level of VR understanding was connected to their level of VR/PSE collaboration. Findings revealed that those PSE administrators who reported a non-weak level of understanding of VR had a mean of 2.36 (4-pt scale) compared to those who reported a moderate-high level of understanding of VR who had a mean of 3.23, showing a statistically significant difference.

On balance, these findings are discouraging when one considers the key role of VR in supporting individuals with IDD. One third of PSE administrators are failing to establish a collaborative relationship with VR. Furthermore, initiating the creation of such relationships is often the sole responsibility of PSE program. The apparent absence of ability or know-how with regard to establishing such connections is apparent considering that more than 55% of the surveyed programs lack a collaborative relationship with VR despite their maturity. This study reveals a greater need for service collaboration between VR and PSE programs to facilitate the success of students with IDD. We hope that our research will prompt further discussion on this issue. (*You can find complete study results in Plotner and Marshall, 2015*).

Section 3: Preparing for Exit Planning

Collaboration with SCDVR is only one component of the exit planning process. For this collaboration to be truly effective, we have found it necessary that it exist within a clear framework for exit planning. This section outlines the key considerations and strategies involved in establishing this framework. Through our interviews with PSE directors and SCVRD professionals who work with PSE programs, as well as pilot initiatives undergone by CarolinaLIFE and our staff, we have crafted this guide to serve as a foundation to build collaborative partnerships with VR, especially during the exit planning process.

I. Key Considerations before beginning the Exit Planning Process

The program's needs and existing exit planning practices will greatly influence your approach to strengthening or creating an exit planning process. A program's history and relationship with state and/or local VR professionals will also play a considerable role. Team members from CarolinaLIFE found it helpful to ask the following questions when attempting to outline current internal practices and relationship with VR:

- At what point are we in our *ability* and *willingness* to formalize or improve upon our exit planning process?
- Is there a clear distribution of exit planning tasks among program staff or staff members dedicated to overseeing the process?
- Who do we already have contact with and who do we need to make contact with?

- Do we know what we're asking VR to assist PSE with and what they are able to provide?
- Can students from different counties and states transfer their VR case to the local VR office where the PSE program resides?

We have also found it necessary to gather input from our students and their families so that we could assess our communication strategies regarding the exit planning process and available collaboration opportunities through VR.

While some students enter PSE programs with open VR cases, this is not standard for all students. It is critical that students who participate in a formal exit planning process open a case with VR (or SCDDSN) as soon as possible. Please be aware that opening a VR case should not be viewed as a simple prerequisite for program completion. Rather, it should be regarded as an essential building block for the future. The establishment of a strong relationship with VR prior to completing a PSE program proves extremely beneficial during the transition to post-college environments and can serve as a consistent support over time. Also, it is important to consider that some students and families may feel that employment supports are not needed post-program completion.

II. Roles in Exit Planning

Given the extreme variation within and among programs and exit planning processes, it is essential that the roles assigned key players remain constant. Team members should be trained to prepare students for professional success. At the start, we have found it beneficial to formally identify team members and their respective roles, create a contact list for all members, and pinpoint the “who, what, where, when, why, and how” of each role to foster transparency and promote clear communication within the group. The list potential positions within the exit planning process as well as some of the initial activities that may be involved in the exit planning process. The elements of this list will be expanded upon in the following section.

Section 4: Overview of Team Members

The team member roles listed in the previous section have served as the backbone of CarolinaLIFE's exit planning process. Due to the diverse nature of PSE teams and state organizations, your team composition may look different than the example provided. The purpose of the list is to help teams conceptualize and assemble a team that best fits the needs of your program and the students it serves.

I. Overview of Roles

A list of team roles accompanied by a short description of role responsibilities is detailed below. Roles are grouped into 2 main sections: (1) Key Professionals from the PSE Program and (2) Key Professionals from Vocational Rehabilitation.

Key Professionals from the Postsecondary Education Program

1. Student

Arguably the most important team member. This individual is enrolled in the PSE program. The team objectives center on the student and their goals upon leaving college. There is much room for creativity in the responsibilities of the student, including using principles from research on student led IEP meetings (Martin et. al, 2006). While true collaboration is key for student achievement, one should keep in mind that the team works *with* and not *for* the student. Furthermore, student in PSE programs should always have the final say in the inclusion or exclusion of any members of the exit planning team.

2. Family Members

These individuals are the primary caretakers or contacts for the student in the PSE program. They include but are not limited to parents, grandparents, siblings, or guardians. There are various opinions regarding the extent to which a family is involved in the exit planning process for an adult with an intellectual or developmental disability. Regardless of *how* a family becomes involved, our experience has shown that planning for such involvement should be prioritized. Responsibilities may include:

- Participating in person-centered planning process;
- Collaborating with team members about future placement and vocational goals of student;
- Providing information regarding student history; and
- Assisting in vocational and application processes.

3. Exit Planning Coordinator

A PSE staff member who is in charge of coordinating the exit planning process and acts as liaison between all team members. Responsibilities might include:

- Communicating with team members about exit planning process;
- Working directly with students to prepare for interviews, applications, and employment pursuits and life after college;
- Assisting student to complete/refine a resume, job application, and personal information form;
- Conducting various assessments;
- Collaborating with other team members;
- Keeping record of all correspondence and activities;
- Connect student to any relevant adult service providers;
- Monitoring progress of program implementation; and

- Updating all members of the Exit Planning Team (EPT) with progress on job leads.

4. PSE Employment Coordinator/Job Developer

A PSE staff member who collaborates with community partners, job coaches, and students to arrange job and internship placements. Responsibilities may include:

- Talking with local and national businesses about potential job opportunities and internships within the PSE program;
- Collaborating with employers on job development;
- Training and supervising job coaches;
- Summarizes work performance and work history;
- Advocating for student; and
- Coordinating schedule/hours with student and employers.

5. PSE Job Coach

Postsecondary staff member who works directly with students enrolled in the postsecondary education program on the job site to teach job tasks and interpersonal skills necessary to be accepted as a valuable employee. Responsibilities might include:

- Providing suggestions for on-site accommodations or supports that have previously been useful to student;
- Providing team with any data collected from previous job task analyses; and
- Provide helpful anecdotal information about student's work strengths or needs during the Person-centered planning stage.

6. PSE Program Director

The individual who oversees PSE program operations. May have ultimate decision-making power regarding the division of labor in exit planning and other program activities.

Responsibilities might include:

- Collaborating with exit planning coordinator and the EPT;
- Advising students throughout program of study;
- Providing connections with various community employers and services; and
- Overseeing exit planning coordinator by meeting on a regular basis to discuss student progress through exit plan.

Key Professionals from Vocational Rehabilitation

1. Vocational Rehabilitation Counselor

Vocational Rehabilitation Counselors (VRC) “work in cooperation with educators and other service providers to assist students in making a successful transition to work. Services available through vocational rehabilitation agencies may include service coordination related to employment, guidance, counseling, job placement assistance, purchase of services related to postsecondary education, [and] supported employment” (Wehman, 2011, pg 87) Responsibilities may include:

- Assessment and appraisal;
- Diagnosis and treatment planning;
- Career (vocational) counseling;
- Individual and group counseling focused on facilitating adjustment to the medical and psychosocial impact of a disability;
- Case management, referral, and service coordination;
- Program evaluation and research;
- Interventions to remove environmental, employment, and attitudinal barriers;
- Consultation services among multiple parties and regulatory systems;
- Job analysis, job development, job placement including assistance with employment and job accommodations;
- Provision of consultation about access to rehabilitation technology; and
- Arrange for summer work internship to be paid (if necessary).

2. VR Job Coach

Work directly with students on the job site to teach the tasks and interpersonal skills necessary to be accepted as a valuable employee and community contact. Other responsibilities may include:

- Advocating for student;
- Job development;
- Related assessment; and
- Other services needed to maintain employment.

Other Potential Team Members:

Other potential members are also possible in the EPP including other service providers and even businesses and individuals within the community who provide employment opportunities and internships for students in PSE program and after they leave the PSE program. If an individual

has a job lined up then it is certainly warranted that a supervisor/manager be involved in the transition.

Any other person who interacts or supports student on a regular basis is fair game for having a voice on the exit planning team. Other partners may include, but are not limited to, other PSE program or VR staff members, friends, community partners, previous employers, and internship supervisors. Responsibilities might include:

- Providing input and suggestions throughout the process
- Providing references for student
- Taking commitments to provide a specific type of support

Section 5: Suggested Exit Planning Activities

Developing an exit planning process can seem overwhelming. To alleviate concerns, the CarolinaLIFE team developed a framework of suggested exit planning activities that are based on our experiences. These activities are classified into three distinct phases: (1) The Career Planning Phase, (2) The Job Searching Phase, and (3) The Employment and Follow-up Phase. Please treat these activities as suggestions for organizing the exit planning process, as the nature of these activities and the division of responsibility for these tasks will vary across PSE programs.

Career Planning Phase

In many ways, the Career Planning Phase begins as soon as students start a PSE program, and as a result, may vary in how long this phase lasts during the exit planning process. As alluded to throughout this guide, there a number of activities that should lay the foundation for this and subsequent phases. In CarolinaLIFE, these activities are what drives some of the specialized instruction that students receive while they are in the program. Moreover, they can be collaborative in nature, bringing in VR professionals to lend a rehabilitation counselor's perspective and expertise to curricula development and implementation. Some of these activities include: lessons on interview skills culminating in mock interviews, community-based instruction in hard and soft employment skills (oftentimes in a number of jobs and internships), and instruction in professional resume and cover letter development, to name a few. It should be noted that we found it helpful to have the VR counselor meet with students on an on-going basis to discuss student programs and career aspirations.

The work of the EPT does not at all exist in a vacuum; it is predicated on the ongoing efforts of the PSE program and their existing collaborative relationships with outside agencies and businesses. However important the work that goes on before exit planning, this guide's chief focus is on the formal exit planning process. For the purposes of our conversation here, we'll speak specifically to the Career Planning Phase from the point the EPT is established:

1. Create EPT and identify roles and duties of each member

Once EPT members are selected, the Exit Planning Coordinator should inform each member of the student's expected exit and their respective roles in the exit process. After the team is established, contact information should be collected and dispersed among team members. The Exit Planning Coordinator should communicate the goals to all team members as well as educate family members about the role of each team player and the purpose of the team as well as lay out expectations for the exit year.

2. Re-assess student's vocational goals and Identify career path

The goal of person-centered planning is to identify the student's preferences and interests related to careers and job settings. It is important that the EPT focuses on students' needs, preferences, and desires throughout the exit planning process (this is likely done on an on-going basis as students grow within the program). The exit planning coordinator should re-assess a student's vocational interests and preferences by conducting formal assessments with students and informal interviews with family members and other important key players. Person-centered planning should also include gathering information from the student's family about their wishes for their child.

State VR often has community-based assessment sites and/or work training centers that could prove valuable, especially if PSE program is newer and has yet to develop work assessment locations.

After collecting information about the student's preferences and interests, assist the student in identifying a career area(s) to pursue. For example, a student might indicate a preference for active labor and being alone or with only a small group of people. Using this information, a team might help the student explore the vocation of working in a stock room or in a kitchen. Work with the student to narrow down their interests and identify no more than three vocational preferences for the team to consider (e.g. customer service, landscaping, retail). It should also be noted that assessing student preferences, strengths, and growth areas is an ongoing process. We suggest that students participate and learn about every assessment activity that they are engaged in to be able to interpret the results and understand the implications.

3. Hold an initial EPT meeting

The Exit Planning Coordinator should plan and run a meeting for all EPT members. All members of the team should plan to be physically present if possible. At this meeting, team members should be introduced. Roles and responsibilities of each team member should be discussed and clarified. This meeting will ensure that all team members understand the overarching goal of the exit planning process and the set of activities involved. We suggest more frequent meetings as the student approaches graduation.

During this meeting, anecdotal information and data regarding work preference collected from the assessments and interviews are shared with the team. This information can be shared by the Exit Planning Coordinator or the student and their family. Once the information is disclosed, team members should have an opportunity to ask questions or pose suggestions for the career planning and job searching phases. The Exit Planning Coordinator should conclude the meeting by informing team members of the next steps in the exit planning process. These steps include working with the student to identify job sites that match their career interests, updating or creating a resume, creating a personal information portfolio, and acquiring personal references. The Exit Planning Coordinator should also inform the team that they will be creating a plan of action for the job searching phase and will assign duties to team members in the coming weeks.

4. Professional resume, personal information, and personal references

The exit planning coordinator should work with the student to update a professional resume and fill out personal information document that will be used when completing job applications (an actual application can be a helpful format in which to compile information). The student should identify 4-5 people that could be used as personal references. These people should be representatives from a variety of settings (e.g. teachers, past job coaches, job supervisors). The student should formally ask each individual for permission to be used as a reference on student resume and future job applications. The student should contact 2-3 of these references to request a formal reference letter to be given to potential employers during the job searching phase.

Job Searching Phase

1. Create or revisit a list of specific jobs to pursue

This may simply be formalizing an exercise that has been performed throughout a student's time in a PSE program. In the context of the EPT, this list should be practical, agreed upon, and informed, wherever possible, by the outside connections of the student and the EPT. This list hinges on the student having a set location where the student will reside upon graduation. If it is unclear where the student will be living upon leaving the program, this list should include jobs in all potential areas of residence.

2. Apply for any jobs that do not need customization (i.e. existing positions).

Job development is a wonderful tool, but it is not the only option available. Giving them the opportunity to fully exercise their skills and to apply for existing positions that do not need customization is choice. VR often have established relationships and job contacts that students should inquire about.

3. Discuss customized employment with community business partners

Some of the best jobs materialize from our connections to the community. Some PSE professionals have found that the best way to ensure community-based employment experiences for their students is to share some of the responsibilities of job development. PSE programs, especially less established ones, may greatly benefit from the connections of a more established

VR. Job development tasks can be distributed between the PSE program and VR. Additionally, a student's success upon exiting the program hinges on the team's ability to vigilantly pursue (and support students in pursuing) job leads. In the experience of many CarolinaLIFE students, reducing lag time between program completion and employment seems to be connected with the best ultimate vocational outcomes.

Employment & Follow-up Phase

1. Identify necessary supports and accommodations

Once the job has been secured, the EPT must continue to work together to identify any support needs the student may have in their new job. Addressing these needs early helps to ensure the student's success once they begin to work.

2. Create a plan for follow-up and future roles of PSE

Given the collaborative nature of the exit planning process, the team should develop a plan to ensure that the needs of current and future students are effectively addressed. Team members should determine whether there is any work left to be done. If the team is to work on similar projects in the future, it may prove beneficial to review and revise their future roles and responsibilities if deemed necessary for the benefit of the program. Finally, a survey allowing everyone a chance to provide input on their experience as part of the EPT may be a good way to determine how best to form EPTs in the future.

References

- Boeltzig, H., Timmons, J. C., & Butterworth, J. (2008). Entering work: Employment outcomes of people with developmental disabilities. *International Journal of Rehabilitation Research, 31*(3), 217-223.
- Bureau of Labor Statistics. (2012). Employment projects data table. U.S. Bureau of Labor Statistics Office of Occupational Statistics and Employment Projects, Washington, DC. Retrieved from: http://www.bls.gov/emp/ep_chart_001.htm
- Domin, D., & Butterworth, J. (2012). The 2010–2011 National Survey of Community Rehabilitation Providers. Report 1: Overview of Services, Trends and Provider Characteristics. *Institute for Community Inclusion*.
- Fogg, N. P., Harrington, P. E., & McMahon, B. T. (2010). The impact of the Great Recession upon the unemployment of Americans with disabilities. *Journal of Vocational Rehabilitation, 33*(3), 193-202.
- Hart, D., Grigal, M., & Weir, C. (2010). Think college: A snapshot of postsecondary education for students with intellectual disabilities across the United States. *Think College Fast Facts, Issue, (2)*.

- Kaye, H. S. (2010). The impact of the 2007–09 recession on workers with disabilities. *Monthly Labor Review*, 133(10), 19-30.
- Mank, D., Cioffi, A., & Yovanoff, P. (2003). Supported employment outcomes across a decade: Is there evidence of improvement in the quality of implementation?. *Journal of Information*, 41(3).
- Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006). Increasing student participation in IEP meetings: Establishing the self-directed IEP as an evidenced-based practice. *Exceptional Children*, 72(3), 299-316.
- Neubert, D. A., & Moon, M. S. (2006). Postsecondary Settings and Transition Services for Students with Intellectual Disabilities: Models and Research. *Focus on Exceptional Children*, 39(4), 1.
- Plotner, A. J., Trach, J. S., & Strauser, D. R. (2012). Vocational rehabilitation counselors' identified transition competencies perceived importance, frequency, and preparedness. *Rehabilitation Counseling Bulletin*, 55(3), 135-143.
- Wehman, P. (2011). *Essentials of Transition Planning. Brookes Transition to Adulthood Series*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.
- Zaft, C., Hart, D., & Zimbrich, K. (2004). College career connection: A study of youth with intellectual disabilities and the impact of postsecondary education. *Education and Training in Developmental Disabilities*, 39, 45-53.