

**SPECIAL EDUCATION TRANSITION
SERVICES FOR STUDENTS WITH
DISABILITIES**

ADVANCES IN SPECIAL EDUCATION

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ADVANCES IN SPECIAL EDUCATION VOLUME 35

SPECIAL EDUCATION TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

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PREFACE

Students with disabilities face many challenges and have continued to do so over numerous decades in our educational system. One area of focus that has been challenging to address is that of transition. Although we know transition within school and especially post-school is important for students with disabilities, many times services are not provided optimally to all students. Legislation has mandated transition services for students with disabilities, but school systems, teachers, and other professionals are slow to implement changes that will positively impact these students. Providing transitional services is definitely an area that has not been addressed to the level it should for students with disabilities. This journey to improve transition needs has not been easy for these students and their families. Transition services for students with disabilities need to be a primary focus in the future so students have positive post-school outcomes that will make them positive contributors for themselves and society.

This volume of *Advances in Special Education* focuses on *Special Education Transition Services for Students with Disabilities*. It begins with an introduction to the topic of Special Education and Transition Services for Students with Disabilities. In the remaining chapters of this book, leaders in the field of students with disabilities present their ideas and research support for a variety of disability topics. Chapters include: (1) Special Education Transition Services for Students with Learning Disabilities; (2) Transition Services for Students with Learning Disabilities; (3) Memories of Warmth: Transition for Students with Emotional and/or Behavioral Disorders; (4) Special Education Transition Services for Students with Intellectual Disabilities; (5) Special Education Transition Services for Students Who Are Deaf/Hard of Hearing; (6) Special Education Transition Services for Students with Visual Impairments; (7) Special Education Transition Services for Students with Autism; (8) Special Education Transition Services for Students with Extensive Support Needs; (9) Special Education Transition Services for Students with Traumatic Brain Injuries; (10) Speech-Language Pathologists' Role in Promoting Student Participation in Interprofessional Transition Planning Teams; (11) Transitioning Students with Physical Disabilities and Other Health Impairments; and finally (12), a concluding chapter on Foundational Assumptions for Successful Transition: Examining Alternatively Certified Special Educator Perceptions.

Volume 35 is composed of 12 chapters, which are written by well-known and respected university professors who are actively involved in teaching undergraduate and graduate special education courses and engaged in research on transition services for students with disabilities. *Special Education Transition Services for Students with Disabilities* is an excellent supplementary text for advanced

undergraduate special education majors and graduate students who are looking for detailed, comprehensive, and current information for their research papers or theses. We are also hoping that special education practitioners in the field will find this book useful.

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Series Editors

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