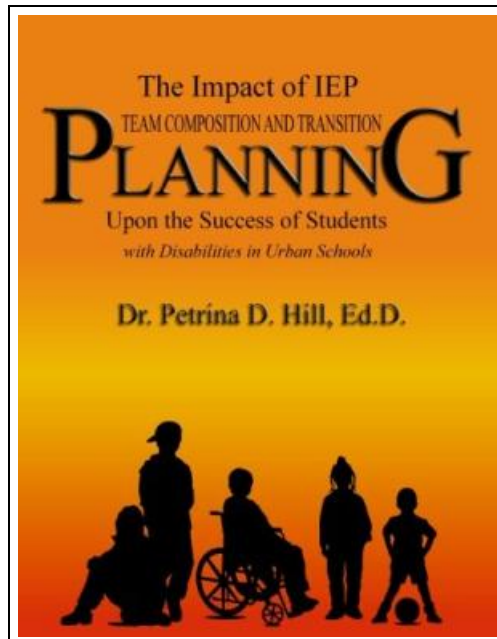


## The Impact of IEP Team Composition and Transition Planning: Upon the Success of Students with Disabilities in Urban Schools



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ASA Publishing Company, United States, 2013. Paperback. Book Condition: New. 279 x 216 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.The primary purpose of this correlation study was to examine the impact of IEP team composition (team member attendance) and transition planning (types of transition outcomes) upon the success (graduation) of students with disabilities in urban districts. Other factors also included gender, academic status of school, socioeconomic status of the students, and age of the students at graduation. Transition is defined as the point at which change occurs in somebody's life (Cimera Rusch, 2000). All humans are affected or impacted by transitions occurring in their lives. Some researchers agree that transition for students with disabilities can be more difficult than transition for students without disabilities, reflecting the need for the participation of students with disabilities in their IEP development specifically transition planning (Cimera Rusch, 2000; Furney Salembier, 2000; Gargiulo, 2003; Kohler Chapman, 1999; Martin, Marshall Sale, 2004; Trach Sheldon, 2000; Wagner Blackorby, 1996). Furthermore, planning and implementing transition services for students with disabilities is mandated by federal law. The evidence of transition planning is the development of the transition page of the student's individual educational plan (IEP). Every sixteen year old student with disabilities should have a transition page developed and incorporated into the IEP and every fourteen year old student with disabilities should have a statement of needed transition services incorporated into the IEP. The development of the transition page is critical because the goals of these transition services address the following areas: instruction, community service, employment, and other adult-living objectives (Yell, 2006). The achievement of these transition goals translates to a better quality of life in adulthood for students with disabilities (Gargiulo, 2003). For example, Benz, Lindstrom, and Yovanoff (as cited in...

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