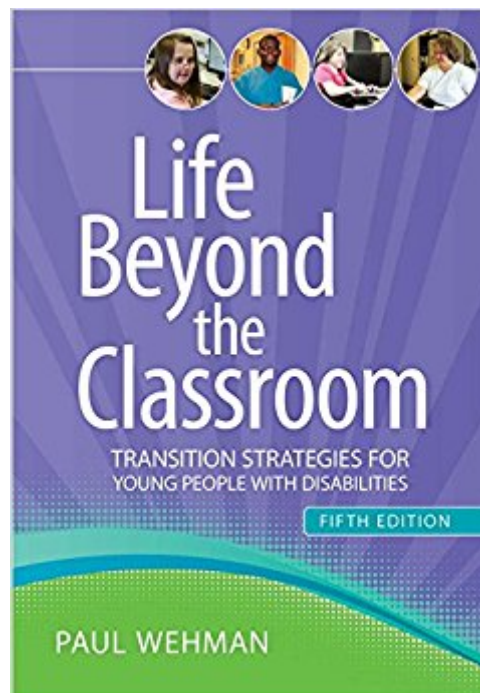




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Life Beyond The Classroom: Transition Strategies For Young People With Disabilities, Fifth Edition



Synopsis

Access the NEW ONLINE COMPANION MATERIALS now! For more than two decades, the trusted Life Beyond the Classroom text has shaped the practices of thousands of professionals helping students make a smooth transition from school to adulthood. Now this landmark textbook is in a NEW fifth editionâupdated with the cutting-edge information professionals need in today's changing world, as young people with disabilities face unprecedented financial, family, employment, and educational challenges. A definitive compendium of up-to-date, evidence-based transition research, this expanded new edition takes Life Beyond the Classroom to the next level. Future professionals will get all the latest best practices and timely research on the full spectrum of transition topics, from assessment and assistive technology to social skills and self-determination. And with the unparalleled new package of online companion materials (see below for details), instructors will enhance their teaching with videos, activities, PowerPoint slides, and a convenient test bank. With this comprehensive revision of a pioneering text, the next generation of professionals will be fully prepared to give young people with disabilities appropriate, effective, and individualized support as they navigate our increasingly complex society. WHAT'S NEW: New chapters on critical topics: working with families multicultural transition planning teaching social skills secondary curriculum options Online companion materials Fresh contributions by highly regarded early career professionals All chapters completely revised and updated The very latest research, statistics, and legislation More practical strategies, case studies, and photos Updated annotated lists of helpful online resources Improved, more user-friendly design NEW ONLINE COMPANION MATERIALS! Plan your next course with a comprehensive package of multimedia supplementary materials, unrivaled by any other transition text: Videos for every chapter that bring key concepts to life for your students 300 downloadable slides aligned with each chapter's contentâin PowerPoint format, so you can customize and edit slides Activities for every chapter that help students practice key skills, like writing transition plans and conducting assessments Chapter introductions with objectives, takeaway points, and study questions Convenient test bank with multiple choice, fill-in-the-blank, and short answer/essay questions

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Customer Reviews

"An excellent real-world look at transition services . . . an asset to new and current staff entering the field of transition services education." (Richard L. Rosenberg, Ph.D.)

Dr. Wehman is Professor of Physical Medicine with joint appointments in the Departments of Rehabilitation Counseling and also Special Education and Disability Policy at Virginia Commonwealth University. He serves as Chairman of the Division of Rehabilitation Research in the Department of Physical Medicine and Rehabilitation. Dr. Wehman has his Ph.D. in Behavioral Disabilities from University of Wisconsin-Madison. As one of the original founders of supported employment, he has worked closely with business and industry since 1980 and has published over 200 articles and authored or edited more than 40 books primarily in transition, severe disabilities, autism, traumatic brain injury and employment for persons with disabilities. He has been the Principal Investigator on 41 million dollars in grants during his career. As the father of two young adults with disabilities, he brings a strong parental as well as business perspective to his work. He is highly active in speaking to professionals, parents, advocates and businesses on transition and employment for people with autism, traumatic brain injury, spinal cord injury and other developmental disabilities. On a daily basis he works with individuals with disabilities, communicates regularly with professionals in the world of business related to disability and diversity, and is active in teaching and mentoring medical students, residents, and doctoral students in rehabilitation medicine, special education, rehabilitation and psychology. A major focus of Dr. Wehman's work is on expanding the partnerships with businesses of all sizes so that more persons with disabilities can gain entrance into the workplace and retain employment successfully. He is a recipient of the Kennedy Foundation Award in Mental Retardation in 1990 and President's Committee on Employment for Persons with Disabilities in 1992. Dr. Wehman was recognized as

one of the 50 most influential special educators of the millennium by the Remedial and Special Education journal in December, 2000. He is also Editor-in-Chief of The Journal of Vocational Rehabilitation. Michael L. Wehmeyer, Ph.D. is Professor of Special Education; Director, Kansas University Center on Developmental Disabilities; and Senior Scientist, Beach Center on Disability, all at the University of Kansas. He has published more than 25 books and 250 scholarly articles and book chapters on topics related to self-determination, special education, intellectual disability, and eugenics. He is a co-author of the widely used textbook *Exceptional Lives: Special Education in Today's Schools*, published by Merrill/Prentice Hall, now in its 7th Edition. His most recent book, co-authored with J. David Smith, is *Good Blood, Bad Blood: Science, Nature, and the Myth of the Kallikaks*, published by the American Association on Intellectual and Developmental Disabilities (AAIDD). Dr. Wehmeyer is Past-President (2010-2011) of the Board of Directors for and a Fellow of AAIDD; a past president of the Council for Exceptional Children's Division on Career Development and Transition (DCDT); a Fellow of the American Psychological Association (APA), Intellectual and Developmental Disabilities Division (Div. 33); a Fellow of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD); and former Editor-in-Chief of the journal Remedial and Special Education. He is a co-author of the AAIDD Supports Intensity Scale, and the 2010 AAIDD Intellectual Disability Terminology, Classification, and Systems of Supports Manual.

Karrie A. Shogren, Ph.D., Professor, Department of Special Education; Co-Director and Senior Scientist, Kansas University Center on Developmental Disabilities; Associate Director, Beach Center on Disability, University of Kansas, 1200 Sunnyside Avenue, Room 3136, Lawrence, KS 66045. Karrie A. Shogren is Professor of Special Education; Co-Director and Senior Scientist, Kansas University Center on Developmental Disabilities; and Associate Director, Beach Center on Disability, all at the University of Kansas. Dr. Shogren's research focuses on self-determination and systems of support for people with disabilities as well as applications of positive psychology and strengths-based approaches to people with intellectual and developmental disabilities; she has a specific interest in contextual factors that affect student outcomes. Her work focuses on developing and researching the efficacy and effectiveness of assessment and intervention approaches for students with and without disabilities to promote self-determination, with a particular focus on the role of these approaches in the transition to adult life and engagement in meaningful adult roles and responsibilities. Dr. Shogren has published more than 100 articles in peer-reviewed journals, is the author or coauthor of 10 books, and is a coauthor of *Intellectual Disability: Definition, Classification, and Systems of Support*, the 11th edition of the American Association on Intellectual and Developmental Disabilities' (AAIDD's) seminal

definition of intellectual disability (formerly mental retardation). In addition, she is a coauthor of AAIDD's Supports Intensity Scale "Children's Version and Supports Intensity Scale "Adult Version. Dr. Shogren has received grant funding from several sources, including the Institute of Education Sciences and National Institute on Disability, Independent Living, and Rehabilitation Research. Dr. Shogren is Co-editor of Inclusion and Remedial and Special Education and Associate Editor of Research and Practice for Persons with Severe Disabilities. She has received the Council for Exceptional Children's Division for Research Distinguished Early Career Research Award and the American Association on Intellectual and Developmental Disabilities Early Career Award. Dr. Shogren completed bachelor and master's degrees in psychology at Ohio State University and the University of Dayton, respectively, and her doctoral degree at the University of Kansas.

Pamela Sherron Targett, M.Ed., has worked in the area of disability and employment since 1986. For 22 years she oversaw the day-to-day operations of a fee-for-service supported employment program that assisted individuals with significant disabilities with going to work. During this time she also worked with schools to develop community-based vocational education programs. Her special interests include transition to work for youth with disabilities and individuals with significant support needs, such as brain injury and autism. Ms. Brooke is a faculty member at VCU and has been working in the field of employment for people with disabilities since 1979. She is Project Director for the Social Security Administration's Regional Benefits Planning, Assistance, and Outreach Technical Assistance Center. Ms. Brooke is nationally recognized for her personnel training programs and technical assistance work at the local, state, and federal levels. She has authored numerous book chapters, journal articles, newsletters, and fact sheets on transition and employment for people with disabilities. Her areas of interest include creating business partnerships, systems change, and self-advocacy leadership.

Mr. Revell conducts research in the areas of state systems change and funding of competitive enrollment outcomes. He is Training Manager for the Training and Technical Assistance for Providers, a project funded by the U.S. Department of Labor, Office of Disability Employment Policy, that is charged with providing technical assistance and information to improve the employment outcomes of individuals with significant disabilities and to reduce the use of subminimum wage certificates. He has worked for more than 30 years in the area of building competitive employment opportunities for individuals with disabilities.

Colleen A. Thoma, Ph.D., earned her doctoral degree from Indiana University, where she began her research on self-determination in transition planning. She is currently Associate Professor in the Department of Special Education and Disability Policy and Director of Doctoral Studies in the School of Education at Virginia Commonwealth University (VCU) in

Richmond. She teaches courses on disability policy, transition and secondary education, curriculum and instruction, and characteristics of students with intellectual and/or developmental disabilities. Her research interests include preparation of teachers to support self-determined transition planning, student-directed individualized education program development, and the impact of student self-determination on transition and academic outcomes. She has mentored doctoral candidates at VCU (including her co-author, Dr. Christina Bartholomew) in their own research on self-determination, teacher preparation, and transition services. Dr. Thoma's scholarship, teaching, and service have focused primarily in the areas of self-determination, transition planning and services, and teacher preparation. She co-authored a book on transition assessment with Dr. Caren Sax, *Transition Assessment: Wise Practices for Quality Lives* (Paul H. Brookes Publishing Co., 2002), and has authored or co-authored more than 40 peer-reviewed journal articles, book chapters, and technical reports. She is a frequent presenter at major national conferences, with more than 100 peer-reviewed presentations over the past 10 years. She is the recipient of VCU School of Education's award for Distinguished Scholarship (2007). Her leadership in the field of transition services also included 5 years on the executive board of the Division on Career Development and Transition, a division of the Council for Exceptional Children, including 1 year as President.

Kimberly Boyd, M.T., received her master in teaching degree in special education from Virginia Commonwealth University and is currently a third-year doctoral student in the Department of Special Education and Disability Policy. Her professional areas of interest include working with students with intellectual disability (ID), postsecondary education for students with ID, and the improvement of transition services for all students with disabilities. Ms. Boyd currently works as a special education coordinator for a local public high school.

Erik Carter is a Professor in the Department Special Education at Vanderbilt University and a member of the Vanderbilt Kennedy Center. His research and teaching focuses on evidence-based strategies for supporting access to the general curriculum and promoting valued roles in school, work, and community settings for children and adults with intellectual and developmental disabilities. Prior to receiving his doctorate, he worked as a high school teacher and transition specialist with youth with significant disabilities. He has published widely in the areas of educational and transition services for children and youth with significant disabilities. He was the recipient of the Distinguished Early Career Research Award from the Council for Exceptional Children and the Early Career Award from the American Association for Intellectual and Developmental Disabilities. His research interests include adolescent transitions from school to adult life; peer relationships and peer support interventions; students with severe disabilities, access to the general curriculum; and religion, congregational

supports, and disabilities. Carolyn Hughes, Ph.D., is an associate professor in the Department of Special Education at Vanderbilt University in Nashville, Tennessee, and Project Director of the federally funded Metropolitan Nashville Peer Buddy Program. In 1990, she received her doctoral degree in special education from the University of Illinois at Urbana-Champaign, specializing in the areas of secondary transition and employment and self-management strategies. At Vanderbilt University, Dr. Hughes teaches courses in behavior management and the transition from school to adult life and manages several federally funded research and personnel preparation grants. She conducts research and publishes widely in the areas of self-instruction and self-determination, supporting the transition from school to adult life, and social interaction and social inclusion of high school students. Dr. Hughes is a coauthor of *Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition* (Paul H. Brookes Publishing Co., 1998) and is on the editorial board of the *American Journal on Mental Retardation*, *Education and Training in Mental Retardation and Developmental Disabilities*, *Journal of The Association for Persons with Severe Handicaps*, *Journal of Behavioral Education*, and *Journal of Positive Behavior Interventions*. In addition, Dr. Hughes taught general and special education classes in public schools in Montana for 10 years. Mr. Griffin is Senior Partner at Griffin-Hammis Associates, LLC, a full-service consultancy specializing in building communities of economic cooperation, creating highperformance organizations, and focusing on disability and employment. He is also Codirector of the U.S. Department of Labor's National Self-Employment Technical Assistance, Resources, and Training project with Virginia Commonwealth University and former Director of Special Projects at the Rural Institute at The University of Montana. He is also past director of an adult vocational program in southern Colorado, former Assistant Director of the Rocky Mountain Resource and Training Institute, and former Founder and Executive Director of CTAT in Colorado. Elizabeth Evans Getzel, Ph.D., is Director of Postsecondary Education Initiatives with the Rehabilitation Research and Training Center on Workplace Supports at Virginia Commonwealth University. She has extensive experience conducting research, evaluation, and training in the areas of transition planning for secondary students with disabilities, postsecondary education for students with disabilities, and career planning/employment for individuals with disabilities. She currently directs approximately \$3 million of grant-funded projects focusing on supported education in postsecondary education, career development for college students with disabilities, faculty professional development focusing on universal design principles, and secondary education transition services. Her research interests include secondary education transition planning, self-determination skills of college students with disabilities, and effective services and supports for college students with

disabilities. Ms. Getzel serves as Associate Editor for the Journal of Postsecondary Education and Disability and is on the editorial boards for the Journal of Vocational Rehabilitation and The Journal for Vocational Special Needs Education. She has authored or co-authored journal articles and book chapters on transition, career development, postsecondary education, and employment. In addition, Ms. Getzel has presented extensively at state, national, and international conferences and at meetings on her projects and research areas.

LaRon A. Scott, Ed.D., received a bachelor of science degree in criminal justice, with a psychology minor, from Radford University in Virginia. He worked as a mental health/mental retardation case manager before completing a master's degree in education from Virginia Commonwealth University (VCU). Qualified in special education and mental health, LaRon continues his career, which includes working with at-risk and children and adolescents with special needs by serving as an intensive in-home counselor and special education teacher. Mr. Scott teaches students with disabilities in both academic and community settings. He continues to guest lecture in graduate-level courses at VCU on universal design for learning and self-determination. He was recently named the special education department chairperson at the school where he is employed. In 2007, Mr. Scott received the Iva Dean Cook Teacher of the Year Award, given by the Division on Career Development and Transition of the Council for Exceptional Children.

Carol Schall, Ph.D., Director, Virginia Autism Resource Center, Virginia Commonwealth University, Post Office Box 842020, Richmond, Virginia 23284. Dr. Schall is Assistant Professor of Special Education and Disability Policy at Virginia Commonwealth University. She has been learning from and supporting individuals with autism for more than 25 years. Dr. Schall is involved in supporting individuals across Virginia through her work as the director of the Virginia Autism Resource Center. She is well versed in completing functional behavior assessments and using positive behavior supports to develop comprehensive plans for individuals from a person-centered approach. Dr. Schall is a nationally known speaker. In addition to her speaking engagements, she provides consultations to schools, families, and community services providers who support individuals with autism or related disorders. Dr. Schall's research interests include the use of psychotropic medication by individuals with autism spectrum disorders and training for parents and professionals who work with individuals with developmental disabilities. Dr. Schall is listed in the 2005 and 2006 editions of Who's Who in America and was honored by TASH with their Positive Approaches Award.

Life beyond the classroom is the perfect book for anyone who is hoping to become a special educator. The text gives a lot of information to make sure you successfully help students transition

out of school and into the real world! The Price is great as it will save you a lot and it also comes in a timely matter!

Correct book I needed! Fast shipping .

Well written textbook. Very easy to comprehend.

Great book!

Good

It's a text book, nothing more than a text book.

I ordered this book for a class and was very happy to receive the book, however, when the package arrived it was pretty beat up, torn and the spine of the book was broken. If I didn't need the book right away for my class I would have taken action for the delivery but, at the time, that was not an option. I was very happy that the book was shipped in somewhat padded packaging otherwise I am quite certain the damage would have been much worse than it was. I would suggest placing the books in bubble wrap in the future or using a different carrier to avoid this in the future.

Helpful book for transitioning high school students with disabilities:)

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