

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/320086313>

Rethinking the Paradigm: Comprehensive Transition from Birth to Adulthood

Chapter · September 2017

DOI: 10.1007/978-94-6351-134-6_9

CITATIONS

6

READS

133

3 authors, including:



June E Gothberg

Cornell University

32 PUBLICATIONS 173 CITATIONS

SEE PROFILE



Sondra Stegenga

University of Utah

16 PUBLICATIONS 40 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



Experiences of Successful Doctoral Students with Low GRE Scores: A Grounded Theory Study to Understand What Contributes to Their Success [View project](#)



Evidence-based Practices Across the Lifespan: Birth to Young Adult [View project](#)

Transition Education and Services from Birth to Adult for Individuals with Disabilities: Research and Data Connections for Success

Taxonomy area	Early Intervention (B-2)	Preschool (3-5)	K	3 rd	Middle School	High School	Post-School (adult)
Student-focused Planning	Individual Family Service Plan → Individual Education Planning → Student Participation in IEP → Participant-led /PCP						
Student Development	Natural Environments → Inclusion in school → Inclusion in Community Enriched Language → Academic Skills → Early Knowledge and Skills → Social Competence → Life, Social, and Emotional Skills → Self-awareness → Self-advocacy → Self-determination → Related Services → Related Student Services → Adult Services → Environmental Adaptations →						
Family Engagement	Family Partnerships → Family Involvement → Family Competence → Family Preparation → Family Confidence → Family Empowerment →						
Interagency Collaboration	Transdisciplinary Teaming → Collaborative Service Delivery →						
Program Structures	High Quality Personnel → Highly Qualified Teacher → Degreed Providers → Data Driven Decision Making → Culturally Relevant Programs and Practices →						
Federal Mandates	IDEA Part C	IDEA Part B	IDEA Part B, WIOA		ADA, Higher Ed Act, Rehab Act, WIOA		
Known Outcomes	<ul style="list-style-type: none"> • Early Knowledge and Skills • Enriched Language • Social Relationships • Taking Action to Meet Needs 	<ul style="list-style-type: none"> • School Ready • Reading • Math • Attendance • Self-awareness • Less Behavior Issues • Less Suspension/Expulsion 	<ul style="list-style-type: none"> • Higher Test Scores • Higher Graduation Rates • Better Attendance • Self-determination • Less Behavior Issues • Less Suspension/Expulsion • Less Teen Pregnancy 	<ul style="list-style-type: none"> • College Attendance • Employment • Higher Wages • Better Health • Social Activity Engagement • Community Engagement • Less Arrests for Violent Crimes 			
Known Predictors	Enriched Language Predicts → 3 rd Grade Reading Predicts → High School Graduation Predicts → Employment, Education, & Independent Living						

This document created in partnership with the Early Childhood Technical Assistance Center (ECTA)

This document was developed by the National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke, RSA Project Officer: Kristen Rhinehart-Fernandez.