
About the Authors

☀ **Katherine O. Synatschk**, PhD, LPC, is the executive editor at PRO-ED and an adjunct professor at Texas State University. She has been the director of counseling for a large urban school district, a high school counselor, a school social worker, a special education teacher, and a counselor educator. She trains and consults on counseling issues at the local, state, national, and international levels. Her writing and research interests include using solution-focused counseling approaches to help children and adolescents achieve goals, implementation of accountability in school counseling programs, and transition and career planning for all students.

☀ **Gary M. Clark**, EdD, is a professor of special education at the University of Kansas. His professional interest in adolescents with disabilities goes back to his work as a teacher, school counselor, and vocational rehabilitation counselor in Texas. He has contributed to the state transition guidelines for Kansas and Utah and has been a consultant in a number of states for career development, transition programming, life skills curricula, transition assessment, and secondary special education teacher education. Dr. Clark has authored numerous books, chapters, and tests in the area of transition planning.

☀ **James R. Patton**, EdD, is currently an independent consultant and adjunct associate professor in the Department of Special Education at the University of Texas at Austin. He formerly was a special education teacher, having taught students with special needs at the elementary, secondary, and postsecondary levels of schooling. He has written books, chapters, articles, and tests in the area of special education. Dr. Patton's current areas of professional interest are the assessment of the transition strengths and needs of students, the infusion of real-life content into existing curricula, study skills instruction, behavioral intervention planning, and the accommodation of students with special needs in inclusive settings. He is also working as a mental retardation forensic specialist in regard to death penalty cases in Texas and throughout the country.

☀ **L. Rozelle Copeland**, PhD, has a doctorate in special education and a master's degree in psychology. She has served as a member of a consultant team from Wayne State University to the Detroit-Wayne County Community Mental Health Agency in Michigan on evidence-based best practices. Dr. Copeland has worked as a researcher, therapist, behavioral consultant, director of community-based residential services, regional vocational and career planning supervisor, director of performance improvement and research, recreation and social skills specialist, and consumer advocate. She has published in the areas of transition and autism. Dr. Copeland's interests include co-occurring developmental disabilities with mental illness, transition planning, life-skills and social-skills instruction, behavioral support and functional assessment, and autism.