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# About the Authors

☀️ **Patricia L. Sitlington**, PhD, is professor and coordinator of the graduate emphasis in Career/Vocational Programming and Transition at the University of Northern Iowa. She has been a secondary classroom teacher and state department transition staff member. She has worked with numerous states and school districts in designing and implementing transition assessment approaches and outcomes studies of students with and without disabilities, and in conducting program evaluations. She has authored a number of articles, chapters, and books in the area of transition. Her writing and research interests include assessment, postschool outcomes of young adults with and without disabilities, transition to postsecondary education and employment, and systems change.

☀️ **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.

☀️ **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.