

Contributors

Editors

Ginger Blalock, PhD, is a professor emeritus of the Department of Educational Specialties at the University of New Mexico and operates Education-Transition Consulting LLC in Albuquerque, New Mexico. She facilitates New Mexico's Statewide Transition Coordinating Council, Transition Specialist Cadre, and annual Summer Transition Institute and serves as an educational consultant on New Mexico's WIRED (Workforce Innovation in Regional Economic Development) Project.

James R. Patton, EdD, is an independent consultant and adjunct associate professor at the University of Texas at Austin. He has taught students with special needs at the elementary, secondary, and postsecondary levels of schooling. Dr. Patton's primary areas of professional activity are transition assessment and planning, life skills instruction, adults with learning disabilities, science education for students with learning problems, and the accommodation of students with special needs in inclusive settings.

Diane S. Bassett, PhD, is a professor in the School of Special Education at the University of Northern Colorado. She has taught students with learning disabilities in both general and special education classrooms as well as students with disabilities in university settings. She currently coordinates the Generalist program at UNC, which includes coursework in transition and secondary services. Her research interests include transition and life skills education, self-determination, secondary literacy, curriculum and instruction for secondary students in inclusive settings, and adolescents/adults with exceptionalities. Dr. Bassett is a past president of the Division on Career Development and Transition and like her co-editors received the Oliver P. Kolstoe award for her work in the field of transition.

Paula D. Kohler, PhD, is a professor in the Department of Special Education and Literacy Studies at Western Michigan University, directs the Career Connections Research Center (CCRC), and co-directs the National Secondary Transition Technical Assistance Center (NSTTAC). She is recognized for her research regarding effective transition practices for youth with disabilities, including effective transition programs, transition-related competencies, career and technical experiences, work-based education, and other aspects of transition-focused education. Her Taxonomy for Transition Programming is recognized across the United States as an effective model for planning, implementing, and evaluating transition-focused education for students with disabilities

Authors

Michael R. Benz, PhD, is head of the Department of Educational Psychology at Texas A&M University, where he is also director of the Center on Disability and Development. His research interests are secondary education and transition services, adolescents at-risk for school and community failure, and educational change and sustainability of educational innovations.

Loring C. Brinckerhoff, PhD, is director of the Office of Disability Policy at Educational Testing Service (ETS). He also serves as a higher education and disability consultant to Recording for the Blind & Dyslexic (RFB&D) and Harvard Medical School. He is past-president of the Association of Higher Education and Disability (AHEAD) and former secretary of the National Joint Committee on Learning Disabilities. His areas of interest include transition from high school to postsecondary education for students with LD, high stakes testing and accommodations, and gifted adults with disabilities.

Gary M. Clark, EdD, is a professor emeritus in the Department of Special Education at the University of Kansas. His current areas of research and development interest focus on assessment for transition planning and the transition planning process.

Mary E. Cronin, PhD, is a professor in the Department of Special Education and Rehabilitative Services at the University of New Orleans. Her research and professional endeavors focus on transition issues, life skills instruction, positive behavior support, and collaborative activities.

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Caroline Dunn, PhD, is a professor in and graduate program officer for the Department of Rehabilitation and Special Education at Auburn University. Her research focus is secondary students and young adults with disabilities, especially in terms of how these individuals can best be prepared for adult roles. She is the founder and director of an innovative master's degree program in secondary special education.

Rebecca B. Evers, EdD, is an associate professor in the Center for Pedagogy, College of Education, at Winthrop University in South Carolina. She was a special educator and career-technical specialist for the Chicago Public Schools for 25 years. In addition to her interest in career and technical education, Dr. Evers's primary interest is preparing teachers to work with diverse and exceptional students.

Sharon Field, EdD, is a clinical professor in the Division of Administrative and Organizational Studies, College of Education, at Wayne State University, where she teaches courses in educational administration. She is a director of the Center for Self-Determination and Transition at the university.

Melanie Forstall Lemoine, PhD, is co-director of the Louisiana State Improvement Grant 2 (LaSIG 2) at Louisiana State University. LaSIG 2 supports improvement efforts for sys-

tems of professional development, service delivery, and student outcomes; expands authentic family engagement and partnerships; and improves access to professional development for all stakeholders (educators, students, families, and community members). Dr. Lemoine is a state trainer for SWPBS and SWIS and has experience as a classroom teacher, university instructor, and facilitator of data collection and analysis for school improvement.

Jen-Yi Li, EdD, is an assistant professor in the Department of Early Childhood and Special Needs Education, National Institute of Education, at Nanyang Technological University in Singapore. Her research interests focus on transition, interdisciplinary collaboration, school support and coping of students with special needs in inclusive settings, assistive and information technology, assessment and evaluation for students with disabilities, teachers' personal and professional development, and applications of and methodological issues in research.

Craig A. Michaels, PhD, is a professor in the Department of Educational and Community Programs at Queens College, City University of New York, and the coordinator of the Graduate Programs in Special Education. His current research focuses on equity in public policy and practice through a systematic and concentrated examination of three interrelated areas: assistive and instructional technology; person-centered planning and positive behavior supports; and competency, inclusion, and the transition from school to adult life.

Mary E. Morningstar, PhD, is an associate professor in the Department of Special Education at the University of Kansas and is also director of the Transition Coalition. Her research interests include secondary special education and transition to adulthood, online instruction and training, and education of students with significant disabilities.

Edward O'Leary, EdD, is a program specialist for Mountain Plains Regional Resource Center and a consultant. He has worked in and with schools as a secondary special education teacher, special education consultant, transition specialist, work experience coordinator, program specialist, and program director. He has trained and presented nationally on the transition requirements under IDEA 97 and IDEIA 2004. Dr. O'Leary developed an approach in helping districts and states meet the transition requirements and demonstrate improvement and results known as the Transition Outcome Projects.

Christine S. Pilgrim, MS, is a doctoral student at George Washington University. She also works in the Transition Services Office of the Montgomery County Public Schools in Maryland. Her areas of interest include transition from school to adult living.

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Patricia L. Sitlington, PhD, is a professor in the Department of Special Education at the University of Northern Iowa. Her research interests include transition from school to all areas

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Michael L. Wehmeyer, PhD, is a professor in the Department of Special Education at the University of Kansas and director of the Kansas University Center on Developmental Disabilities (LSI). His research interests are self-determination, education of students with intellectual/developmental disabilities, access to the general curriculum for students with significant disabilities, and technology use and people with intellectual disabilities.

Sassy C. Wheeler, PhD, is an instructor in the Department of Educational Theory, Policy, & Practice, College of Education, at Louisiana State University. Her areas of research interests include social support, inclusive educational practices, learning disabilities, and culturally and linguistically diverse populations. She is currently the clinical supervisor of student teaching in the department.

Jane M. Williams, PhD, currently retired, last served as a professor in and chairperson of the Department of Special Education at Towson University. Her professional experiences include 19 years of public school teaching and administration; 5 years of service with the U.S. Department of Education, Office of Special Education Programs; and 11 years as a teacher educator in higher education. Her research interests included the legal and policy aspects of special education programming, with an emphasis on transition services and preparing general and special educators with the necessary knowledge, skills, and competencies to work with students who have disabilities within inclusive settings.