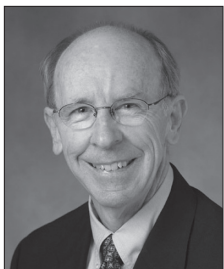


About the Authors



Amy S. Gaumer Erickson, PhD, an assistant research professor at the University of Kansas Center for Research on Learning, conducts professional development and evaluation in secondary transition and multitiered academic and behavior systems of support. She has also taught special education to a vast array of students in Grades 7 through 12 at urban and suburban schools, a charter school, and an alternative high school in self-contained, resource, and co-taught classrooms. Dr. Gaumer Erickson works collaboratively with special education teachers, general education teachers, related service providers, administrators, families, and community agency providers to support all students in identifying their postsecondary goals based on valid assessment data and implementing plans that lead to smooth transitions from high school to the next phase of life. Having tested many of the assessments from this book with her own children, she has found great value, from both the educator and parent perspectives, in helping youth realize their own visions for the future.



Gary M. Clark, EdD, is a professor emeritus in 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 assessment and 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, and differentiating instruction for students with special needs in inclusive settings. He is also working as an intellectual disability forensic specialist in regard to death penalty cases throughout the country.