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Cultural Diversity and Secondary Transition Annotated Bibliography

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Overview of Issue

According to the National Longitudinal Transition Studies (NLTS-1 & NLTS-2) youth with disabilities lag behind their peers without disabilities in terms of indicators of a quality adult life (e.g., employment, postsecondary school attendance, independent living; Blackorby & Wagner, 1996; NLTS-2, 2005). This is especially true for youth with disabilities who are culturally and linguistically diverse. The terms cultural diversity and cultural and linguistic diversity are often used synonymously. Cultural and linguistic diversity (CLD) primarily refers to interactions and comparisons between people within a given environment, rather than a trait or characteristic that resides within a given individual (Barrera & Corso, 2003). Students who typically fall into this category include: African Americans, Hispanic Americans, Native Americans, Asian Americans and Pacific Islanders, students who speak English as a second language, and students who have undocumented or immigrant status (Trainor, Lindstrom, Simon-Burroughs, Martin, & McCray Sorrels, 2008).

The purpose of this annotated bibliography is to provide practitioners with relevant research and resources regarding issues and strategies in transition planning with CLD students. The references are organized in the categories of "Issues in Transition Planning for CLD Youth" and "Strategies for Transition Planning for CLD Youth." Finally, a table of resources is provided as a quick reference tool.

References

Barrera, I., & Corso, R. M. (with Macpherson, D.). (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood.* Baltimore: Paul H. Brooks Publishing Co.

Blackorby, J., & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children*, *62*, 399-413.

National Longitudinal Transition Study-2. (2005). *Changes over time in postschool outcomes of youth with disabilities.* Retrieved from http://nlts2.org/pdfs/str6_completereport.pdf

Trainor, A. A., Lindstrom, L., Simon-Burroughs, M., Martin, J. E., & McCray Sorrels, A. (2008). From marginalized to maximized opportunities for diverse youth with disabilities. *Career Development for Exceptional Individuals*, *31*, 56-64.

Annotated Bibliography

Issues in Transition Planning for CLD Youth

Cartledge, G. Y., Gardner, R., & Ford, D. Y. (2008). Culturally responsive community-based interventions. *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom* (pp. 188-207). Upper Saddle River, NJ: Pearson.

This chapter focused on meeting the needs of CLD exceptional learners in a setting other than the structured school day. Two challenges that CLD exceptional learners are faced with are not accessing available community resources and actively participating in a variety of environments including the community. According to the authors, community-based activities afford CLD exceptional learners with an opportunity to increase their intellectual and social skills, develop friendships, expand their life experiences, and pursue activities of interest. Some examples of community programs might include (a) the library or museums, (b) after-school programs, (c) recreation programs, (d) sport programs, (e) vocations (job and career awareness), and (f) religious institutions.

Cartledge, G. Y., Gardner, R., & Ford, D. Y. (2008). Effective post-secondary transitions for culturally and linguistically diverse learners with exceptionalities. *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom* (pp. 304-327). Upper Saddle River, NJ: Pearson.

This chapter provided information about transition needs and instructional strategies for CLD learners with exceptionalities. According to the authors, students with disabilities have had limited transition success with (a) vocational experiences, (b) career experiences, (c) education experiences, (d) higher education experiences, (e) independent living experiences, (f) and financial experiences. CLD exceptional students have special needs related to support systems and community resources; person-centered planning may be an effective way to accommodate their cultural differences. Additionally, paid and applied vocational experiences have the potential to provide meaningful experiences that may motivate CLD students to complete school.

Goff, C., Martin, J. E., & Thomas, M. K. (2007). The burden of acting White: Implications for transitions. *Career Development and Exceptional Individuals*, *30*, 134-146.

This article described a study in which Black students were engaged in discussions about the burden of acting White and the impact on students' in-school and post-school outcomes and

transition visions. Based on research that suggested a strong relationship between self-determination, academic performance, and post-school transition outcomes, the authors suggested that Black students needed increased self-determination skills. Additionally, when the Black students in the study had clearly identified post-school goals they were better able to overcome the burden of acting White. These students were able to use visions of who they saw themselves being in the future and use that to set and attain their goals.

Greene, G., & Kochhar-Bryant, C. A. (2009). Transition of culturally and linguistically diverse youth with disabilities. In C. A. Kochhar-Bryant, & G. A. Greene (Eds.), *Pathways to Successful Transition for Youth with Disabilities: A Developmental Process* (pp. 426-459). Columbus, Ohio: Pearson.

This book chapter described the current status of CLD youth with disabilities in the American education system. Highlights included:

- Transition outcomes of CLD youth with disabilities are compared with non-CLD peers using NLTS-1 (1996) and NLTS-2 (2002) data.
- Barriers that impede successful transition for CLD youth with disabilities and their families during transition years are described including (a) professional insensitivity in transition personnel, (b) school-imposed barriers to transition, and (c) characteristics of particular CLD groups.
- Authors suggested best practices and ways in which to evaluate the quality of transition services provided to CLD youth and their families.

Kim, K. H., & Morningstar, M. E. (2005). Transition planning involving culturally and linguistically diverse families. *Career Development for Exceptional Individuals*, *28*, 92-103.

This literature review examined the status of parent involvement in transition planning for families from CLD backgrounds. Only five studies met inclusion criteria indicating a dearth of empirical research focused on CLD parents' participation and role in IEP meetings. More specifically, CLD families' perception of transition planning in a significantly different way than their European American counterparts. CLD parents are less active than European American parents and while CLD families often seek support outside of school, this may be attributed to hidden obstacles placed on CLD parents. Barriers included issues such as professional's negative attitudes; insensitivity and discrimination; poverty and related issues; and bureaucratic barriers such as lack of information and knowledge regarding rights, processes, and procedures of the education system and policies affecting their children. Consequences of these barriers left CLD parents feeling marginalized and uninterested in the kinds of participation considered appropriate in the public schools. The authors recommended increased collaboration between families and professionals and sharing attitudes, behaviors, and values in order to work towards mutual goals leading to successful postschool outcomes for CLD students with disabilities.

Kochhar-Bryant, C. A. (2009). Student populations and their transition needs. In C. A. Kochhar-Bryant, & G. A. Greene (Eds.), *Pathways to Successful Transition for Youth with Disabilities: A Developmental Process* (pp. 28-65). Columbus, Ohio: Pearson.

This chapter discussed diversity and variations among cultures, ethnic backgrounds, disabilities, and gender differences. The author explored transition planning choices and challenges for different populations including students with disabilities who are gifted and talented, students at-risk for failure in general education setting, returning school dropouts, students with limited English proficiency, teen parents, and many others. Needs of families in interaction with their children along the developmental path of transition to adulthood were also explored.

Landmark, L., Zhang, D., & Montoya, L. (2007). Culturally diverse parents' experiences in their children's transition: Knowledge and involvement. *Career Development for Exceptional Individuals*, *30*, 68-79.

This article addressed several questions including parents' from different cultural and ethnic groups knowledge about their student's transition, the level of involvement of parents, parents' knowledge about transition requirements and indicators of adequate versus inadequate transition involvement, parents' knowledge about support and barriers to transition involvement, and strategies used to increase transition involvement. The authors found several themes including a lack of knowledge about transition planning; the importance of attending Individualized Education Program and transition meetings; the importance of employment, home support, and parental emotions as barriers to transition planning.

Leake, D. W., & Black, R. S. (2005). Implications of individualism and collectivism for the transition of youth with severe disabilities. *TASH Connections*, *31*, 12-16.

This article discussed the difference between communication problems in context of service systems and collectivistic orientation characteristics of world cultures. It also explored implications for three transition-related topics: self-determination, independent living, and person-center planning. The authors provided specific questions to help determine where family's values and goals fall along the individualistic-collectivistic continuum.

Leake, D. W., Black, R. S., & Roberts, K. (2003/2004). Assumptions in transition planning: Are they culturally sensitive? *Impact: Feature Issue on Achieving Secondary Education and Transition Results for Students with Disabilities, 16(3).* Minneapolis: University of Minnesota, NCSET, Institute on Community Integration. Retrieved from http://ici.umn.edu/products/impact/163/over1.html

This article focused on assumptions in transition planning to determine if those assumptions (i.e., individual-oriented outcomes such as self-determination, self-reliance, and independent living) are culturally sensitive. Authors suggested that because transition systems are typically rooted in individualistic cultural assumptions, they often fall short in accommodating collectivistic values and behaviors. It was suggested that individuals working with CLD youth with disabilities need to be aware of contrasts between individualism and collectivism and of cultural basis of their own values and practice. Examples of individualistic values that may commonly underlie transition policies and practices, as well as possible alternative CLD values that may be encountered included:

- Individual competitiveness and personal achievement (individualistic); group competitiveness and group achievement (CLD)
- Self-determination and individual choice (individualistic); group or hierarchical decision-making (CLD).
- Postsecondary education (individualistic); contributing to family through wages, housework, etc. (CLD).
- Independent living and self-reliance (individualistic); residing with kin, interdependence, and possibly being cared for (CLD).
- Creating a transition plan on paper (individualistic); establishing a close personal relationship between professionals, youth, and family (CLD).

Leake, D., & Cholymay, M. (2003). Addressing the needs of culturally and linguistically diverse students with disabilities in postsecondary education. *Information Brief: Addressing Trends and Developments in Secondary Education and Transition.* Minneapolis: University of Minnesota, NCSET, Institute on Community Integration. Retrieved from: http://www.ncset.org/publications/viewdesc.asp?id=1411

This brief reported that CLD students with disabilities face multiple barriers to obtaining postsecondary degrees. Authors indicated postsecondary faculty and staff can have a significant influence on the success of these students by gaining awareness of supports they need, such as social inclusion, natural supports, self-advocacy, cultural competency, role models, and mentors.

Lindstrom, L., & Benz, M. R. (2002). Phases of career development: Case studies of young women with learning disabilities. *Exceptional Children*, *69*, 67-83.

This study examined factors that influence the career development process for young women with learning disabilities entering the workforce. A case study analysis revealed young women with learning disabilities needed (a) a variety of experiences and vocational activities in order to make informed choices about possible occupational options, (b) counseling and guidance through positive relationships with adults to support career development, and (c) motivation and personal drive that leads to self-directed career decision-making which focuses on their strengths and abilities.

Lindstrom, L., Benz, M. R., & Doren, B. (2004). Expanding career options for young women with disabilities. *Career Development for Exceptional Individuals*, *27*, 43-63. doi:10.1177/088572880402700104

This study investigated the barriers young women with learning disabilities face that limited their career options. A case study analysis revealed (a) gender roles, (b) disability limitations, (c) family and childhood experiences, (d) early work experiences, and (e) career exploration and counseling all appeared to influence initial career choices and post-school employment outcomes of the young women. The two major factors the authors identified that seemed to expand career options for young women with learning disabilities were laying the foundation with positive work-related experiences and early introduction to the demands of the workforce, and expanding and refining goals by working with school and vocational rehabilitation staff

through structured transition activities and ongoing counseling to determine specific occupational interests.

Oesterreich, H. A., & Knight, M. G. (2008). Facilitating transitions to college for students with disabilities from culturally and linguistically diverse backgrounds. *Intervention in School and Clinic*, *43*, 300-304.

This article focused on the transition of CLD students with disabilities to postsecondary education and called for special education teachers to take an active role in the process. Culturally and linguistically diverse students with disabilities are often at a disadvantage because they are underrepresented in college preparation courses such as advanced placement courses. Furthermore, they often cannot afford and do not have access to out-of-school test preparation services such as SAT preparation/tutoring. The authors recommended ensuring CLD students understand the differences between the laws for accessing accommodations in secondary and postsecondary education. Additionally, they recommended special education teachers help students acquire advocacy skills to help them better access their accommodations, utilize community resources, and ensure students with disabilities graduate with a complete, current battery of tests documenting their disability so they are able to access services when they arrive on campus.

Rueda, R., Monzo, L., Shapiro, J., Gomez, J., & Blacher, J. (2005). Cultural models of transition: Latina mothers of young adults with developmental disabilities. *Exceptional Children*, *71*, 401-414.

This study explored Latino mothers' views on transition and transition-related issues. Focus group sessions revealed basic skills and social adaptation were of more importance to the mothers than work placements or employment. The authors noted that regardless of whether or not the youth had a disability, it was not an expectation that young adults move out of the family house once they reached adulthood. They discussed that mothers of Latino youth felt they knew what was best for their child, not the professionals working with their child, therefore, the beliefs of the professionals involved in their child's transition were often incompatible with their culture and beliefs. Additionally, community involvement aspects of transition represented negative and dangerous experiences from the mothers' perspective because of perceived insufficient supervision and possible discrimination against persons with disabilities.

Trainor, A. (2002). Self-determination for students with learning disabilities: Is it a universal value? *Qualitative Studies in Education*, *15*, 711-725.

The author reviewed literature on self-determination during postsecondary transition for students with LD and the influence of cultural values on this process. The review revealed gaps of knowledge regarding postsecondary transition service provision for CLD students and families. Concept definitions, characteristics, and example components of model programs were provided. The author concluded research is needed that examines the dominant culture values embedded in education philosophies including (a) autonomy and independence, (b) equity, and (c) normalization.

Trainor, A. A. (2010). Adolescents with disabilities transitioning to adulthood: Implications for a diverse and multicultural population. *The Prevention Researcher*, *17*, 12-16.

The purpose of this article was to consider the state of transition education and planning for youth with disabilities, paying particular attention to majority/minority issues and trends. The author summarized challenges for youth with disabilities transitioning into adulthood:

- Opportunities for adolescents to practice self-determination in school contexts are often missing or lack cultural responsiveness, compromising potential usefulness of these opportunities
- Few transition plans addressed families' and students' strong preference to continue living at home after high school
- Lack of connection to participants' churches and cultural organizations within communities limited the extent to which transition plans included or reflected established mentor support and important adult connections

The author also suggested implications for practice including:

- Paying attention to the range of experiences that constitute adolescents' domains of transition
- As teachers focus on increasing students' self-determination, other postsecondary indicators might improve
- Advocacy for students with diverse needs so they have equitable access to education, disability services, and preparatory experiences

Trainor, A. A. (2010). Diverse approaches to parent advocacy during special education home-school interactions: Identification and use of cultural and social capital. *Remedial and Special Education*, *31*, 34-47. doi: 10.1177/0741932508324401

This study explored types of capital resources parents perceived necessary to their participation in special education processes via five focus groups of participants from a range of socioeconomic, disability, and racial or ethnic backgrounds through 27 in-depth interviews. Results indicated race and ethnicity, socioeconomic background, and disability impacted the experiences with and responses to special education parent participation and advocacy. Parents of color were less likely to use advocacy approaches. Parents of youth with autism displayed stronger advocacy approaches that included instances of disability expertise and strategy while other disability categories exhibited a wider range of approaches to advocacy. Results also indicated advocacy on behalf of one student also required different capital resources than did advocacy for systems change.

Trainor, A. A. (2005). Self-determination perceptions and behaviors of diverse students with LD during the transition planning process. *Journal of Learning Disabilities*, *38*, 233-249.

This article examined self-determination perceptions and behaviors of European American, African American, and Hispanic American male adolescents with LD to determine if cultural

identity may influence transition decisions and self-determination strategies. Results indicated there were only minor differences between groups and students identified themselves and family members as playing a major role in transition planning. Results also indicated all participants had limited school-based opportunities to practice self-determination. Students tended to perceive self-determination in the home context as more accessible and productive.

Trainor, A. A. Lindstrom, L., Simon-Burroughs, M., Martin, J. E., & Sorrells, A. (2008). From marginalized to maximized opportunities for diverse youths with disabilities: A position paper of the division on career development and transition. *Career Development for Exceptional Individuals*, *31*, 56-64. doi: 10.1177/088572880731777

This position paper provided an overview of issues facing CLD youth (i.e., African American, Latino, Asian American/Pacific Islander, and Native American Indian youths with disabilities of all races/ethnicities who are from low socioeconomic backgrounds). The authors argued for educators, researchers, and policy makers to attend to social, political, economic, educational, and cultural contexts in developing effective interventions and improving post-school outcomes.

Strategies for Transition Planning with CLD Youth

Avoke, S. K., & Simon-Burroughs, M. (2007). Providing transition services for students with disabilities from culturally and linguistically diverse backgrounds. *Journal of Special Education Leadership*, *20*, 66-72.

This paper examined the persistent, poor outcomes for CLD youth with disabilities. Several issues underlie transition planning issues for CLD youth. First, a lack of cultural considerations (i.e., the disconnect between the majority culture and the values of CLD youth and families), factors influencing transition needs and goals of CLD youth including (a) the emotional climate of racial, religious, or ethnic discrimination; (b) the effects of poverty; (c) differences in family structure; (d) living arrangements; (e) the degree of acculturation into the majority cultural group; and (f) the experience of living in a family with a member who has disabilities or special needs. The authors suggested addressing the following issues (a) policies and procedures are put in place at the local level to support the development of leadership and self-determination skills of CLD students; (b) research to develop policy and to practice interventions intended to prepare CLD students - including culturally responsive curricula and teacher education; (c) continued advocacy for transformative changes that will result in full support for all youth with disabilities as they transition to and build successful adult lives.

Cartledge, G. Y., Gardner, R., & Ford, D. Y. (2008). Creating self-directed culturally and linguistically diverse exceptional learners. *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom* (pp. 254-279). Upper Saddle River, NJ: Pearson.

This chapter focused on ways CLD exceptional learners could become more self-regulated and successful students. Teacher-directed, systematic instruction was suggested as a way for

students to gain the skills needed to become more efficient learners. Goal setting and self-monitoring strategies were two of the major components emphasized to assist students with managing their academic behaviors and independently meeting desired goals.

Cartledge, G. Y., Gardner, R., & Ford, D. Y. (2008). Culturally responsive collaborations with families. *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom* (pp. 130-157). Upper Saddle River, NJ: Pearson.

This book chapter focused on strategies for increasing family involvement with the school and family advocacy. Strategies included (a) starting any interaction with families with positive statements about the child, (b) using skilled translators for parents who are not fluent in English, (c) frequent contact with families to explain the classroom demands in terms of academic and social behavior, (d) assigning homework that reinforce skills previously taught to students instead of new material that families may be unfamiliar with, and (e) learning social cultural values of the family.

Cote, D. L., Jones, V. L., Sparks, S. L., & Aldridge, P. A. (2012). Designing transition programs for culturally & linguistically diverse students with disabilities. *Multicultural Education*, *20*, 51-55.

The authors of this article suggested four steps professionals should take to support transition-age CLD children and families with transition planning. Step One: Enrich Families' Lives by viewing families as valuable members of the transition planning team in order to mitigate feelings of inadequacy within the family. One suggestion included was for transition professionals to create a network of CLD families who share resources and strategies including information about agencies, health providers, and legal issues. Step Two: Demonstrate Cultural Competence through promoting the acquisition of self-determination behaviors, familiarizing CLD families with self-determination components of value within family and cultural contexts. They also recommended community mapping as a way in which to build cultural competence. Step Three: Support Family Values by identifying transition goals such as culturally appropriate prevocational training, job placement, independent living, and community-based work experiences. Another way to support CLD parents and students is through the use of appropriate transition goals linked to personalized career interests. Step Four: Promote a Family-Centered Approach through the use of a student self-directed intervention such as the *Self-Directed IEP*. Teaching the self-advocacy skills that are a part of the *Self-Directed IEP* will help prepare students to lead his or her transition planning as it relates to his or her cultural group and the level of interdependence or independence aligned with family preferences.

Gil-Kashiwabara, E., Hogansen, J. M., Greenen, S., Powers, K., & Powers, L. E. (2007). Improving transition outcomes for marginalized youth. *Career Development for Exceptional Individuals*, *30*, 80-91. doi: 10.1177/08857288070300020501

This article described research designed to identify the impact of marginalization on transition planning for Latinas and youth in foster care. Findings from each area of the ecological systems framework (i.e., the microsystem, where the individual spends most of their time; mesosystem, the connection between microsystems; exosystem, settings that influence the individuals

microsystem; and macrosystem, the wider society and culture that contains the other systems) were reported that support the need to consider the culture of marginalization and disenfranchisement when developing transition plans and providing services to youth with disabilities. Also included in this article was a guide for transition service providers to provide individualized supports that respond to youths' goals and dreams by focusing on the youth's perspectives, assets, ambitions, and prior experiences.

Greene, G. (2011). *Transition planning for culturally and linguistically diverse youth*. Baltimore, Maryland: Paul H. Brookes Publishing Co.

This book included important skills and best practices in culturally responsive, family-centered transition planning. Some topics covered included:

- Understanding special challenges CLD families may face during the transition process including:
    - Cultural biases
    - Immigration issues
    - Limited English proficiency
    - Developing culturally responsive transition IEPs
    - Preparing IDEA-required Summary of Functional Performance documents
    - Minimizing conflict and strengthening communication with CLD families
    - Encouraging students' active participation in transition planning
    - Collaborating closely with families throughout the whole process
    - Providing effective cultural competence training to school personnel
    - Implementing successful parent support programs
    - Conducting transition assessments to determine a student's individual needs
    - Discovering how teacher leadership can improve transition services
    - Making the most of transition services available in high school and beyond

Griffin, M. M. (2011). Promoting IEP participation: Effects of interventions, considerations for CLD students. *Career Development for Exceptional Individuals*, *34*, 153-164. doi: 10.1177/0885728811410561

This article reviewed 17 intervention studies on increasing student participation in IEP or transition planning meetings. Of the studies reviewed only three included CLD students as participants. Based on single-subject studies that included CLD students, interventions that promoted IEP participation (e.g., *Self-Directed IEP, GO 4 IT…NOW! IEP Participation Strategy, and Self-Advocacy Strategy*) were found to be effective. Even with the variety of interventions that successfully promoted student IEP participation there were common themes across interventions (a) direct instruction, (b) modeling, (c) verbal rehearsal, and (d) role-playing-components.

Halley, K. F., & Trujillo, M. T. (2013). Breaking down barriers: successful transition planning for culturally and linguistically diverse exceptional students. *Journal of Educational Research and Innovation*, *2*, 1-14.

This article began with the case of Cézar, a young Peruvian man who is preparing to transition from secondary school. Cézar's transition plan has several goals designed to facilitate his transition and prepare him for postsecondary life. However, as the article indicates, clashing values between the family's expectations and the school's expectations can impede transition plans. Four essential transition elements fundamental to IDEA may clash with cultural values. The first element requires the consideration of student's needs, interests, and preferences in considering students' future; however, some cultures prefer participation in a group as opposed to independence. Cultures that value interdependence as a primary value may not value independence as a transition planning goal. Second, transition planning is designed to be an outcome-oriented or results-oriented process. Therefore, positive post-school outcomes are culturally relative. Third, transition planning involves the coordination of interagency responsibilities or linkages. Some families from CLD backgrounds, however, may prefer to seek support within their own network of family and friends, or through familiar community organizations. Finally, the fourth element of transition is the movement from school to postschool activities including post-secondary education, independent living, employment, community participation, and the use of adult services. Some families may prefer their child with significant disabilities remains at home to be cared for by those who love them. The authors suggested three groups of transition planning practices for working with CLD students including increasing (a) cultural competence of service providers; (b) empowerment; and (c) the use of informal supports.

Hogansen, J. M., Powers, K. M., Geenen, S., Gil-Kashiwabara, E., & Powers, L. E. (2008). Transition goals and experiences of females with disabilities: Youth, parents, and professionals. *Exceptional Children*, *74*, 215-234.

This article focused on the transition experiences of young women with disabilities and their experiences related to the type of transition goals established for them based on self-perception, mentors, peers, family, teachers, and exposure to opportunities. When the authors examined what could be done to make transition to adult life successful, seven major themes that emerged (a) special education experiences (missed opportunities because of special education classes), (b) influence of self-perception (being different from others), (c) work experience (more job training opportunities), (d) social support (networking benefits from a social support system), (e) collaboration (between parents and professions), (f) self-determination (opportunity and capacity to determine and direct their own lives), and (g) relationships (professionals influence based on time and attention given to the student).

There were specific concerns for culturally and linguistically diverse young women which included (a) stereotypes/discrimination toward racial/ethnic background (having different or lesser goals), (b) different cultural definitions and ideas about disability between professionals and families, and (c) professionals not reflecting the population that they serve. Ethnic and racial biases about CLD youth may impede their self-esteem and access to opportunities and supports. It was suggested that professionals involved in the transition process should ask families and students about gender expectations, cultural traditions, and family background when developing and implementing transition plans.

Kalyanpur, M., & Harry, B. (1999). *Culture in special education: Building reciprocal family-professional relationships*. Baltimore, MD: Brookes.

Four steps were given to promote cultural reciprocity with a CLD youth and family:

- Step 1: The professional identifies his or her cultural values underlying interpretations of the youth's situation. For example, the professional may realize values like independence and self-reliance lead to recommending a young adult with developmental disabilities move from the family home to supported living and, eventually, independent living.
- Step 2: The professional finds out the extent to which his or her values and assumptions are recognized and accepted by the youth and family. If the youth and family do not view independent living as a milestone to adulthood, then this may not be an appropriate goal.
- Step 3: The professional acknowledges any cultural differences identified and explains to the youth and family how and why mainstream American society promotes different values. How the value of independent living has benefited other youth and families might be described, helping the youth and family to understand cultural basis for professional recommendations.
- Step 4: Through discussion and collaboration, the professional, youth, and family collaboratively determine the most effective way of adapting professional interpretations and recommendations to the family value system.

Leake, D., & Black, R. (2005). Cultural and linguistic diversity: Implications for transition personnel. *Essential tools: Improving secondary education and transition for youth with disabilities.* Minneapolis: University of Minnesota, Institute on Community Integration.
http://www.ncset.org/publications/essentialtools/flsa/NCSET_EssentialTools_FLSA.pdf

The tool discussed challenges commonly faced by CLD youth with disabilities in transition, alternative views of people as independent or interdependent, and contrasts between individualistic and collectivistic values. The *Essential Tool* is divided into four parts (a) *Essential Tool* overview, (b) CLD youth with disabilities in transition, (c) continuum of “individualistic” and “collectivistic” values, and (d) culturally sensitive individualization of services and supports. Each section has individual “tools” that can be photocopied and distributed as needed.

Leake, D. W., Burgstahler, S., & Izzo, M. V. (2011). Promoting transition success for minority students with disabilities: The value of mentoring. *Creative Education*, *2*, 121-129.

Telephone interview surveys, focus groups, and case studies, with a focus on CLD youth with disabilities, were reviewed in this article to help provide insight into factors that influence transition process. The importance of mentoring emerged as a consistent theme. Most participants cited informal mentors as role models and key motivators for gaining the social, academic, and career supports needed for success.

Lichtenstein, D., Lindstrom, L., & Povenmire-Kirk, T. (2008). Promoting multicultural competence: Diversity training for transition professionals. *Journal for Vocational Special Needs Education*, *30*, 3-15.

This article examined the effects and efficacy of a one-time-only diversity training for education and rehabilitation professionals who provide transition services for youth with disabilities. Results indicated that initially educators and rehabilitation professionals self-reported high levels of multicultural competence. After the training there were only small gains in increasing multicultural competence based on post-test scores, which led to the belief that training may assist in raising awareness of multicultural competence.

Povenmire-Kirk, T. C., Bethune, L. K., Alverson, C. Y., & Kahn, L. G. (2015). A journey, not a destination: Developing cultural competence in secondary transition. *Teaching Exceptional Children*, *47*, 319-328.

This article focused on the importance of and need for special education teachers to develop cultural competence, particularly as diversity relates to transition planning. The authors provided a table including the expectation and concept, an example, and the explanation of cultural impact. For example, the expectation and concept of "eye contact" – students are expected to make eye contact during meetings or interviews; however, many cultures believe direct eye contact with authority figures is inappropriate and/or disrespectful – other groups may perceive it as a challenge. A second table included recommendations for developing cultural competence for transition educators. Skills, matching descriptions, and development activities are provided. Finally, the authors suggested the following (a) try different approaches; (b) recognize the degree to which everyday tasks of transition educators are embedded in cultural assumptions; and (c) understand the degree to which these cultural assumptions and values vary between groups.

Povenmire-Kirk, T. C., Lindstrom, L., & Bullis, M. (2010). De escuela a la vida adulta/From school to adult life: Transition needs for Latino youth with disabilities and their families. *Career Development and Exceptional Individuals*, *33*, 41-51.

This study described the needs of youth with disabilities from Latino backgrounds who were transitioning from school to adulthood. It was found that existing service models did not always align with family or cultural values creating barriers for Latino families. First, language issues existed because of insufficient translation services available to families, staff, and students. Additionally, culturally appropriate goals and practices were also identified as barriers Latino families face. Lastly, lack of family participation in transition planning was another barrier for Latino youth. To address these barriers authors recommended the following:

- Translation and interpretation services
- More information for families and schools on steps to become citizens
- Cultural competence training
- Work experiences with businesses of interest to Latino youth

Rodríguez, D., Smith-Canter, L. L., Voytecki, K., & Floyd, K. (2014). Educators taking the lead to transition high school emergent bilingual learners with disabilities. *Journal of Multilingual Education Research*, *4*, 6.

This article discussed the issues underlying transition services for Emergent Bilinguals (EBs) with disabilities and the ways in which those services can be improved. The authors focused on three points drawn from the existing literature (a) general principles and standards, (2) school wide programmatic practices, and (3) classroom practices. The next section of the article discussed instructional activities and strategies within transition programs for EBs with disabilities. Recommendations included establishing culturally responsive instructional foundation that embraces diversity, planning lessons based on students' strengths and challenges, and reflective planning. Finally, the authors discussed school wide effective transition practices including establishing a transitional team, monitoring progress, developing core transitional behaviors (e.g., attendance, punctuality, and professional dispositions), and developing skills for adulthood.

Trainor, A. A. (2007). Person-centered planning in two culturally distinct communities: Responding to divergent needs and preferences. *Career Development for Exceptional Individuals*, *30*, 92-103.

The purpose of this qualitative study was to provide an example of a process for collecting data to investigate efficacy of person-centered planning (PCP) as a culturally responsive method of transition planning. Focus group interviews were conducted with two facilitators of PCP. From these interviews the author identified five themes including:

- Responding to needed changes
- Engaging in authentic participation
- Facilitating with flexibility
- Building relationships
- Shifting foci of futures planning. Facilitators of PCP, including teachers, should learn as much as possible about the values and beliefs of the families they work with.

Authors describe person-centered planning as one of the foundational steps in culturally responsive pedagogy.

Trainor, A. A. (2005). To what extent are transition components of individualized education programs for diverse students with learning disabilities culturally responsive? *Multiple Voices for Ethnically Diverse Exceptional Learners*, *8*, 111-127.

This article reviewed transition components of a racially and ethnically diverse group of males with learning disabilities. The author examined the extent to which their transition plans were compliant with mandates in IDEA 1997, statement of needed transition services contain evidence of explicit and comprehensive goals, individualization, and student self-determination, and what patterns of compliance and/or implementation of individualization and self-determination, based on planning efforts documented on transition components and the race/ethnicity of participants, emerged. The author concluded for teachers to be responsive to

individualized needs, preferences, and strengths of diverse students, they must be able to do the following:

- Recognize how personal beliefs and values influence decision making
- Identify ways in which beliefs and values of diverse families may differ from school staff's perspective
- Communicate with families regarding differences and similarities using competent cross-cultural communication skills
- Create opportunities for families to make informed choices and, ultimately, respect preferences of the family

Trainor, A. A. (2008). Using cultural and social capital to improve postsecondary outcomes and expand transition models for youth with disabilities. *The Journal of Special Education*, *42*, 148-162.

The author considered disparate outcomes of populations of adolescents and explained the terms *cultural* and *social capital*. Four practices were recommended because they directly or indirectly engage issues of capital or resources that contribute to the "purchase" of desirable outcomes including (a) student self-determination, (b) family participation in transition planning, (c) linkages to adult service agencies, and (d) access to both general academic curriculum and vocational education.

Wilder, L., Ashbaker, B., Obiakor, F., & Rotz, E. (2006). Building multicultural transitions for ethnically diverse learners with disabilities. *Multiple Voices for Ethnically Diverse Exceptional Learners*, *9*, 22-33.

This article discussed three elements typically present in secondary transition planning for students with disabilities: disability types, student preferences, and student strengths. The authors suggested adding and infusing cultural considerations as a fourth element in transition planning. More specifically, the authors recommended ensuring a student's cultural values are considered in transition assessments, preferences, and needs; in other words, consideration of the student's culture must be a pervasive part of the student's transition plan. Finally, the authors suggested paraprofessionals, who often come from neighborhoods near the school, serve as mentors for ethnically diverse learners with disabilities preparing to transition.

Resource Table

For information about:	Resource
Challenges and solutions that can impact CLD youth with disabilities.	NCSET Essential Tools, p.16 Leake, D., & Black, R. (2005). Cultural and linguistic diversity: Implications for transition personnel. *Essential tools: Improving secondary education and transition for youth with disabilities.* Minneapolis: University of Minnesota, Institute on Community Integration.
Effectively using the process of cultural reciprocity to enhance relationships with all youth and families, regardless of their cultural backgrounds.	NCSET Essential Tools, p.26 Leake, D., & Black, R. (2005). Cultural and linguistic diversity: Implications for transition personnel. *Essential tools: Improving secondary education and transition for youth with disabilities.* Minneapolis: University of Minnesota, Institute on Community Integration.
Standard questions used to help transition personnel plan for MAPS meetings.	Tool 2. NCSET Essential Tools, p.34 Leake, D., & Black, R. (2005). Cultural and linguistic diversity: Implications for transition personnel. *Essential tools: Improving secondary education and transition for youth with disabilities.* Minneapolis: University of Minnesota, Institute on Community Integration.
Completed MAPS form!	Tool 3. NCSET Essential Tools, p. 36 Leake, D., & Black, R. (2005). Cultural and linguistic diversity: Implications for transition personnel. *Essential tools: Improving secondary education and transition for youth with disabilities.* Minneapolis: University of Minnesota, Institute on Community Integration.
Transition issues related to a specific disability	Kochhar-Bryant, C. A. (2009). Student populations and their transition needs. In C. A. Kochhar-Bryant, & G. A. Greene (Eds.), *Pathways to Successful Transition for Youth with Disabilities: A Developmental Process* (pp. 28-65). Columbus, Ohio: Pearson.

Practical forms, tools, and checklists! (1) CLD Transition Knowledge and Skill Evaluation instrument; (2) Summary of Academic and Functional Performance (SOP) Model template; (3) Checklist for writing culturally responsive IEPs and SOPs; (4) Culturally responsive questions to ask CLD families; (5) Sample agenda for cultural competence seminar; (6) Sample parent support program agenda; (7) and a Family survey	Greene, G. (2011). *Transition planning for culturally and linguistically diverse youth*. Baltimore, Maryland: Paul H. Brookes Publishing Co.

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