Abstract

Transitioning from high school to adult life is an exciting time in a student's life. However, this transition can be especially difficult for students with disabilities. For this reason, legislation has been put in place at the federal (IDEA PL 108-446) and state level (Indiana Code - Article 7) to mandate transition services for students with special needs to help them move from secondary school settings to adult life successfully. However, the legislation is vague regarding this mandate, teachers Jack time, and school districts lack resources so transition services may not always be implemented with fidelity or to the full extent. To bridge the gap between legislative requirements and content taught in students' classrooms to benefit students and increase post school outcomes, teachers need to explore best practices in transition services and curriculum.

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