

## SERC Library: Topical Literature Search

### Culturally Responsive Engagement with Families of Children with Disabilities - Planning for Positive Post-Secondary Transition Outcomes

December 2017

This resource guide, which is one of four on this topic, includes current research and other articles pulled from literature and the Library's educational database service for schools, programs, service providers and families to enhance understanding of multiple perspectives and the development of collaborative partnerships between education professionals and families from culturally and linguistically diverse backgrounds to better support the involvement and participation of parents in the education of their children with disabilities. It should be noted that it does not represent the full scope of resources and information available on this topic nor serve as an endorsement of any particular resource.

#### Introductory Article:

#### **Person-family centered transition planning: Improving post-school outcomes to culturally diverse youth and families**

Achola, E. O., & Greene, G. (2016). Person-family centered transition planning: Improving post-school outcomes to culturally diverse youth and families. *Journal Of Vocational Rehabilitation, 45*(2), 173. doi:10.3233/JVR-160821

The persistent pattern of unsatisfactory transition experiences and adult outcomes of culturally and linguistically diverse (CLD) youth with disabilities are well documented in existing transition literature. The consequences of these circumstances for this unique population of individuals with disabilities are long term and far reaching, both individually and collectively. Unfortunately, despite many years of transition outcomes research, there is a dearth of literature on effective empirically-based culturally reciprocal transition practices. This conceptual article provides a framework for thinking about how to best plan for and facilitate positive transition outcomes for CLD youth with disabilities who come from families whose value systems differ from those of mainstream American society. The authors present a person-family interdependent approach to transition that emphasizes family empowerment, sustainability of transition services, and adaptations to the transition planning process. Unlike the more traditional approach currently practiced in American schools, the authors contend that this person-family centered interdependent approach may result in better long term transition outcomes for CLD youth with disabilities as well as greater satisfaction of families with the transition planning process.

#### **To learn more:**

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=117675036&site=eds-live&scope=site>

For access to additional educational resources available through the SERC Library from its electronic journal database service and topical research LibGuides as well as in-person from the various instructional, assessment and other collections, please consider becoming a Library member. Membership is free and you can join online by following the link provided below.

<http://www.ctserc.org/index.php/library/library-about/library-membership>

## SERC Library Topical Literature Search: Planning for Positive Post-Secondary Transition Outcomes - December 2017

### List of Sources:

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- 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*(1), 51-55.
- Greene, G. (2014). Transition of culturally and linguistically diverse youth with disabilities: Challenges and opportunities. *Journal Of Vocational Rehabilitation, 40*(3), 239-245. doi:10.3233/JVR-140689
- Hasnain, R., & Balcazar, F. (2009). Predicting community- versus facility-based employment for transition-aged young adults with disabilities: The role of race, ethnicity, and support systems. *Journal Of Vocational Rehabilitation, 31*(3), 175-188. doi:10.3233/JVR-2009-0487
- Kim, K., Lee, Y., & Morningstar, M. E. (2007). An Unheard Voice: Korean American Parents' Expectations, Hopes, and Experiences Concerning Their Adolescent Child's Future. *Research And Practice For Persons With Severe Disabilities (RPSD), 32*(4), 253-264.
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- 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*(4), 401-414.
- Thoma, C. A., Agran, M., & Scott, L. A. (2016). Transition to adult life for students who are Black and have disabilities: What do we know and what do we need to know?. *Journal Of Vocational Rehabilitation, 45*(2), 149-158. doi:10.3233/JVR-160819
- Trainor, A. A. (2007). Person-Centered Planning in Two Culturally Distinct Communities: Responding to Divergent Needs and Preferences. *Career Development For Exceptional Individuals, 30*(2), 92-103.
- Valenzuela, R. L., & Martin, J. E. (2005). Self-Directed IEP: Bridging Values of Diverse Cultures and Secondary Education. *Career Development For Exceptional Individuals, 28*(1), 4.

## Links to Information

**An Unheard Voice: Korean American Parents' Expectations, Hopes, and Experiences Concerning Their Adolescent Child's Future**

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ816671&site=eds-live&scope=site>

**Cultural and Linguistic Diversity: Implications for Transition Personnel. Essential Tools: Improving Secondary Education and Transition for Youth with Disabilities**

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED495863&site=eds-live&scope=site>

**Cultural Models of Transition: Latina Mothers of Young Adults With Developmental Disabilities**

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=17403807&site=eds-live&scope=site>

**Culturally Diverse Parents' Experiences in Their Children's Transition: Knowledge and Involvement**

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=26156661&site=eds-live&scope=site>

**Designing Transition Programs for Culturally & Linguistically Diverse Students with Disabilities**

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=89289768&site=eds-live&scope=site>

**Person-Centered Planning in Two Culturally Distinct Communities: Responding to Divergent Needs and Preferences**

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=26156663&site=eds-live&scope=site>

**Predicting community- versus facility-based employment for transition-aged young adults with disabilities: The role of race, ethnicity, and support systems**

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=47100701&site=eds-live&scope=site>

**Providing Transition Services for Students With Disabilities From Culturally and Linguistically Diverse Backgrounds**

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=28746564&site=eds-live&scope=site>

**Self-Directed IEP: Bridging Values of Diverse Cultures and Secondary Education**

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=18569364&site=eds-live&scope=site>

**Transition of culturally and linguistically diverse youth with disabilities: Challenges and opportunities**

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=96193763&site=eds-live&scope=site>

**Transition to adult life for students who are Black and have disabilities: What do we know and what do we need to know?**

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=117675034&site=eds-live&scope=site>