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Book review

Transition in Action for Youth and Young Adults with Disabilities

Philip Browning. Montgomery, AL: Wells Printing, 1997.

Many texts have been produced in recent years regarding the transition from school to work of youth with disabilities. Into this field comes *Transition in Action for Youth and Young Adults with Disabilities* by Philip Browning, Ph.D. Dr. Browning is associated with the Department of Rehabilitation and Special Education at Auburn University. The book is divided into three sections, each of which concludes with a list of review questions.

A unique feature of the book is the initial section entitled 'The Making of a Mission'. In this four-chapter section, Browning profiles school to work models from the past 40 years, along with historical, political and social influences. These chapters detail the work study programs of the 1960s, the career education movement of the 1970s, the origins of the transition movement in the 1980s and the current transitional models and practices of the 1990s. Rather than presenting these movements as disparate or 'faddish', Browning shows how each was suited to its own era. Each phase contributed to social and political change and advanced the mission of helping more students with disabilities and students with more severe disabilities, enter the workforce.

Section 2 'Commitment to Best Practices', describes current theory, research and practice in transition organized into seven chapters. These include chapters related to value based practices, student directed practices, family facilitated practices, assessment guided practices, preparation practices, school to work linked practices and

outcome focused practices. In general, each chapter is well-researched, comprehensive and practical. Of particular note is the chapter on student directed practices, which reviews research and methodologies related to increasing student choice and participation in the transition process.

The only shortcoming of this section and it is a common shortcoming of transition-related texts, is the paucity of information related to transition to post-secondary educational and training settings, such as universities, community colleges, technical schools and other options. While Browning acknowledges the growth in the number of students with disabilities entering these options and the potential value to these students' careers, less than two pages of text are devoted to information regarding this option. As a field, we must strive to better prepare regular and special education teachers to assist students with disabilities to access these options.

The final section, 'Embracing Consumer Empowerment', presents personal accounts of transition from five individuals with disabilities, taken from keynote addresses at Alabama's statewide conference on transition and a concluding chapter on self-advocacy. The personal accounts present a powerful argument for improving not only transition practices, but student and family control of goals, processes and decisions.

Transition in Action is a welcome addition to the transition literature, providing practical information and guidelines for new and experienced teachers, students and families.

Michael D. West, Ph.D.

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