

Editorial

It is a pleasure to introduce an invited special issue on Transition from School to Adulthood in the current Journal of Vocational Rehabilitation and Guest Edited by Elizabeth Evans Getzel and Katherine M. Wittig of Virginia Commonwealth University. There is an incredible amount of literature now coming out across all disabilities and topical areas in the area of transition. This includes work, postsecondary education, assistive technologies, high school reform, interagency planning, self-determination and many more topics. In this issue, Liz Getzel and Kathe Wittig have assembled some of the best transition experts in the country to discuss just a few of these topics. With millions of young people aging out of public school and looking for spots in college, looking for their place in the workforce and looking for their rightful place as productive citizens in their respective communities, we must translate this wonderful research into meaningful guidelines for change. In this issue, I think we have begun to do just this.

This issue starts off with a brief overview of the Testimony of Elizabeth Getzel to the United States Senate, on the need and importance of expanding higher education initiatives of young persons with intellectual disabilities. There are a number of persons in Congress and thousands of their constituents who have a strong interest in seeing students with intellectual disabilities have an opportunity to go to college and improve their chances for a career and long term employment.

Meg Grigal and her colleagues then provide an excellent contribution on how vocational rehabilitation services in each state support individuals with intellectual disabilities who wish to participate in postsecondary education. Given the significant costs involved, this support is the most useful information to have available.

Lori Briel and Liz Getzel then follow with a description of their work with youth in college with autism spectrum disorder, specifically focusing upon these students' perceptions of the career planning experiences. This study is a result of several years of research with students in Virginia with autism in colleges.

One of the most interesting studies comes from Song Ju and colleagues looking at how educators and employees look at employability skills required in the workplace. This study is most important as we work to help more transition-aged students gain access to the workplace and provide information to teachers about the best way to prepare them for the workforce.

Kathe Wittig and her colleagues discuss the implementation of Project SEARCH in two rural Virginia communities. The lack of employment opportunities in rural areas of our country makes this article an important read on how to expand employer-based programs in these high need areas.

Susan Asselin describes the importance of the use of technology as students with disabilities prepare for college. Her article stresses the significance of students with disabilities participating in the process of developing their Summary of Performance to assist them in advocating for accommodations, assistive technology, and accessible information technology in higher education settings.

Webb and colleagues follow with article on the critical components of career development, the implications for individuals with disabilities, and provide ideas on easily attainable resources to implement each component. The authors provide essential information on career development which we know from the research is a predictor of post-school success.

As more and more schools become increasingly diverse in their mix of students the next paper by Gary Greene is most timely. Schools are clearly struggling with the best ways to help assess, teach, and plan for transition students who have diverse backgrounds, including different race and cultural origin. This paper helps us to understand how to better manage these issues so students feel accepted and more like to complete school and become employed.

The importance of acquiring self-advocacy/self-determination skills for youth with disabilities continues to be an important area of research and practice. Moore and McNaught provide information and

tools developed through Virginia's I'm Determined Project. Readers will find useful information and tools that can be used to assist youth in the development and implementation of these skills into their daily lives.

The final article by Sharon DeFur and Mary Runnells describes the validation of the Adolescent Academic and Literacy Behavior Self Efficacy survey. With the increased emphasis on literacy training this paper is most timely. School practitioners as well as transition specialists will find this article most useful in their work and assessments.

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