

**Post-Secondary Transition Model for Students With Disabilities**

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### **Abstract**

This article provides suggestions and strategies for school counselors assisting students with disabilities transitioning into post-secondary settings. Topics include: legislation regarding transition services; resources and suggestions for successful transitions to post-secondary environments (academic and vocational); and advocacy and ableism. A model of four cornerstones of effective transition planning and recommendations for school counselor education programs are offered for consideration as well as a summary and suggestions concerning ways school counselors can provide effective transition services.

*Keywords:* post-secondary transitions, school counseling, students with disabilities

## **Post-Secondary Transition Model for Students With Disabilities**

When it comes to preparing for life in the post-secondary world, students with disabilities often face difficulties when accessing appropriate transition services (Adkinson-Bradley et al., 2007; Johnson, Stodden, Emanuel, Luecking, & Mack, 2002). In the area of work it has been documented that these students are more likely to be under or unemployed (Agran, Cain, & Cavin, 2002; Blockorby & Wagner, 1996; Deschler & Schmaker, 2006; Harrington, 1997; Murray, 2003). Scholastically, the transition to post-secondary life isn't likely any less challenging as these students are less probable than their peers to attend community college, a four year university, or vocational school and, when they do, they are less likely to receive a degree (Blackorby & Wagner, 1996; Deschler & Schmaker, 2006; Erickson, Lee, & Von Schrader, 2010; Harrington, 1997; National Council on Disability, 2003). Furthermore, negative perceptions and stereotypes concerning individuals with disabilities often act to further extenuate and increase these disparities.

Arguably the many difficulties these students face vocationally and academically in the post-secondary world may be in some ways associated with a lack of proper support (Gillis, 2006). School counselors are a valuable and often underutilized support resource for these students in preparing for the post-secondary transition process (Hitchings et al., 2001; Levinson & Palmer, 2005; Milsom, 2002; Milsom, 2007a; Roberts, Bouknight, & Karen, 2010). The American School Counselor Association (2010) states that it is the counselor's responsibility to "help all students realize their potential [...] regardless of challenges resulting from disabilities and other special needs" (p. 44). Furthermore, school counselors are uniquely positioned and highly skilled in addressing

the competencies students may lack in college/career preparation (Roberts et al., 2010). Delivering this transitional curriculum through classroom guidance, individual planning, and responsive services (individual and group counseling) will provide students with disabilities the knowledge, attitudes, and skills needed for success (ASCA, 2005).

Transition planning is a primary avenue counselors may take in addressing post-secondary preparation. In order to succeed in this role, school counselors must possess a wealth of knowledge regarding community resources; a thorough understanding of the students' specific needs; and a comprehension of the universal issues surrounding disabilities and disability legislation. This article's purpose is to increase the awareness of professional school counselors concerning these areas in order to optimize the transition process for students. Specific subjects addressed will include: laws and legislation regarding transition services; resources and suggestions for aiding successful transitions to vocational and post-secondary educational environments; and advocacy and ableism. In addition, a model of the four cornerstones of effective transition planning and recommendations for school counselor education programs are offered for consideration.

### **Legislation Regarding Transition Services**

In order to enhance the transition process for students with disabilities school counselors must familiarize themselves with the following legislative acts: Individuals with Disabilities Act (IDEA); No Child Left Behind (NCLB); Americans with Disabilities Act of 1990 (ADA); and The Rehabilitation Act of 1973.

The two pieces of legislation that are the most applicable to counselors working in K-12 schools is IDEA, (2004) and NCLB, (2001). IDEA is the key legislative act that

governs transition services for students who have disabilities. According to IDEA legislation, children with disabilities are defined as children who exhibit: mental retardation; hearing, language, orthopedic, vision and/or other health impairments; learning disabilities; autism; or need special education services (IDEA, 2004). This measure attempts to guarantee that students with disabilities receive appropriate transition support and services while preparing for post-secondary education and careers (IDEA, 2004). IDEA mandates programs and strategies that relate to post-secondary education, employment, and independent living (IDEA, 2004; Miller, Lombard, and Corbey, 2007; Studer, 2005). Furthermore, this act requires that all students with disabilities have a transition service plan contained in their Individual Education Plan (IEP) by the age of 16 which include post-secondary goal statements (Trolley, Haas, & Patti, 2009). Similar to IDEA, section 1418 of the NCLB act (NCLB, 2001) also states that students are to receive transition support services during their K-12 education. Support services are defined by NCLB as “placement services intended to situate students into a university, college, or junior college program [...] job placement services [and] supportive counseling” (NCLB, 2001). In addition to the above federal laws, school counselors must employ a developmental, systematic, and comprehensive approach to guarantee that students with disabilities transition successfully into post-secondary life (Milsom, 2007b; Milsom and Dietz, 2009).

While these two laws clearly articulate that students will be provided school counseling and transition support services during their K-12 educational experience, this no longer holds true once the individual transitions to post-secondary settings. The Americans with Disabilities Act of 1990, with the latest revision being the ADA

Amendment Act of 2008, and the Rehabilitation Act of 1973 are the two main pieces of disability legislation regarding services adults will receive after secondary education is completed. The ADA and the Rehabilitation Act of 1973 both require nondiscriminatory behavior based on disabilities in post-secondary educational settings. These two government acts also protect individuals with disabilities in the workforce by prohibiting employment discrimination based on disabilities in the federal and private sector (The U.S. Equal Employment Opportunity Commission, 2004).

While individuals with disabilities are protected under these acts, it is crucial for educators, counselors, parents, and students to know that actual disability services provided to students in the post-secondary environment are only provided when asked for; thus, support services are no longer guaranteed for students after high school (ADA, 2008; U.S. Dept. of Education, 1973; U.S. Dept. of Education, n.d.). This can cause various problems for students transitioning into post-secondary life as they might incorrectly assume that transition services are automatically afforded (Carroll & Johnson-Brown, 1996).

Thus, it is imperative school counselors educate students that it is their responsibility to advocate for and attain disability services in the post-secondary environment (Corrigan, 1998; U.S. Dept. of Education, n.d.). However, this may not often be the case. In Milsom's (2007a) study comprised of 126 members of the American School Counselor Association, 59% of respondents reported rarely or never discussing disability legislation with students with mild disabilities and seventy-five percent of respondents reported rarely or never discussing disability legislation with students with moderate or severe disabilities. This may be attributable to school

counselors receiving little or no training related to this subject (Hitchings et al., 2001; Milsom, 2002; Milsom, 2007a; Milsom & Akos, 2003; Nichter & Edmonson, 2005; Smart & Smart, 2006). Proper training in School Counselor Education programs is needed. By understanding disability legislation, school counselors can educate future post-secondary students about these services that end during high school as well as implement strategies students can use to request services that will be available to them. This knowledge concerning self-advocacy is critical for future post-secondary success. It is the beginning of successful assistance in transitions beyond secondary education, either to work or to further education. Individual, collaborative, and group approaches as well as available programs will be discussed in the next section.

### **Transition to Post-Secondary Environments**

#### **School Counselors and Transition to Work Preparation**

The ability to collaborate with vocational and rehabilitation counselors and to educate students about available community resources is another means in the successful facilitation of the transition process for students with disabilities. Adequate vocational preparation is crucial for students with exceptionalities as many of them will attempt to enter the workforce after high school. Counselors whose work typically focuses on employment and work transitions are called vocational, rehabilitation, or vocational rehabilitation counselors. These counselors are often employed at state vocational rehabilitation agencies (Scarborough & Gilbride, 2006) and share similar work styles, values, and goals as school counselors regarding their work with students. These counselors have a thorough and working knowledge of the Vocational Rehabilitation Act of 1973 (Scarborough & Gilbride, 2006) and other legislation such as

ADA; thus, they can effectively educate school counselors on various services that are covered under these acts. Furthermore, IDEA legislation requires the participation of State-Federal Vocational Rehabilitation Programs in special education transition planning (Scarborough & Gilbride, 2006).

In order to begin this process of receiving vocational services, the student must be deemed eligible according to federally mandated guidelines. Once considered eligible, vocational rehabilitation counselors may provide students with a bevy of services including help transitioning into post-secondary life and employment; assistance in locating funding for programs that support education or vocational training; and aid with connecting these students to job coaches and job placement programs and services (Scarborough & Gilbride, 2006).

This collaboration with vocational rehabilitation counselors is necessary to ensure successful post-secondary transitions for students with disabilities, but often does not exist (Agran, Cain, & Cavin, 2002; Bowen & Glenn, 1998; Deshler & Schumaker, 2006; Scarborough & Gilbride, 2006). In order to promote more effective interdisciplinary relationships, the American School Counselor Association (ASCA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) prioritizes the function of collaboration and coordination within the school counselor's role (ASCA, 2003; CACREP, 2009). Furthermore, ASCA (2010) has adopted a position statement entitled, *The Professional School Counselor and School-Family-Community Partnerships*. In their academic preparation, school counselors should be highly educated concerning strategies for building effective teams with other school and community professionals. In addressing this issue specifically, school

counselors must advocate for attendance of vocational rehabilitation counselors at IEP meetings (Agran, Cain, & Cavin, 2002).

**Programs offering school to work support.** While vocational rehabilitation counselors have a wealth of knowledge regarding employment and work programs, there are other resources in the community that provide school to work support. School counselors can share information regarding these programs with both vocational rehabilitation counselors as well as students with disabilities and their families. One such program, The Marriott Foundation, funds a school-to-work program for students with disabilities. This program, titled “The Bridges,” has been used by an estimated 9,000 youth with disabilities. The Bridges program boasts a 40% employer satisfaction rate (Marriott Foundation, 2008). In addition, the program has been found to predict higher rates of employment success for students with disabilities (Garcia-Iriarte, Balcazar, & Taylor-Ritzer, 2007).

Start on Success Student Internship Program (SOS) is another program that helps place students into employment settings after high school. The SOS program focuses on introductory job training and employment placement for students with disabilities in impoverished areas where they are more likely to suffer from financial or social problems. Currently, the program is being offered in eleven cities and has served over 2,000 students (SOS, n.d.). This program is partnered with the National Organization on Disability (NOD). Students participating in the SOS program have been found to have higher rates of self-esteem, self-determination, academic success, and positive progression toward permanent employment (Sabbatino & Macrine, 2007).

## **Preparing Students for Life in Post-Secondary Education**

Collaboration with college representatives and college/university disability services is another relationship school counselors must attain to support students in successful post-secondary transitions. As stated before, school counselors are an invaluable resource for students interested in post-secondary education. Specifically, they can be a support for students during the college selection process and as students attempt to determine a major based on their needs, capabilities and interests. In addition, school counselors can provide additional services to parents and students as needed to answer any questions or address concerns that either group might have. An excellent example of an additional service school counselors can offer is provided by Roberts et al. (2010). The authors recommend school counselors provide students and parents with “resource packets that contain information about what disability support services are available at particular colleges” (p. 6).

It is essential that school counselors are educated concerning college disability services in order to inform students of post-secondary resources available to them at their college or university. Furthermore it is crucial that post-secondary students understand that disability centers are found on most college campuses and they provide resources for students with exceptionalities (Beecher et al., 2004). School counselors should also be knowledgeable of programs around their region that might provide transition services to post-secondary education. Some of these services can include programs preparing students for college and career placement programs (Deshler & Schumaker, 2006).

**Services providing support for the transition to post-secondary education.**

The University of Washington's Disabilities, Opportunities, Internetworking, and Technologies (DO-IT) program was developed to enhance the involvement of individuals with disabilities in challenging vocational and academic opportunities (DO-IT, 2001). Specific aims of this program include increasing the success of people with disabilities in college and career and promoting the application of universal design to physical spaces, information technology, instruction, and services (DO-IT, 2001). DO-IT is heavily research based and "provides programs that offer mentoring, peer support, internships, summer camp, and other opportunities for high school and post-secondary students with disabilities" (DO-IT, 2001). DO-IT also distributes publications and videos for free use and provides resources for students, parents, and educators (DO-IT, 2001); as such, its website is extremely accessible and useful. School counselors can request free information on the DO-IT program and mention this program to those students that might be interested and qualified. The program's website is <http://www.washington.edu/doit/>.

For those students with disabilities that will be going to a community college or university and may need employment, school counselors can discuss the federal Workforce Recruitment Program (WRP) for students with disabilities in college. This program, which has provided employment opportunities for students since 1995, is cosponsored by the Department of Labor's Office of Disability Employment Policy and the U.S. Department of Defense. WRP seeks to connect various federal sectors with highly motivated post-secondary students and graduates with disabilities (WRP, 2009). To be eligible for the WRP program, students must be full time graduate or

undergraduate students with disabilities or have graduated within one year of applying for the program (WRP, 2009). While this is a program for students in a post-secondary education environment, school counselors can provide information regarding the WRP program to students and parents preparing for post-secondary education. More information on this program can be found at the WRP website at [wrp.gov](http://wrp.gov).

**Group Counseling in Transition Planning.** Effective transition planning, conducted in a group setting facilitated by a professional school counselor, is an excellent method of directing students through transitional processes. Group counseling is a great tool to assist school counselors in their roles of helping students transition into the world of work. Group counseling allows school counselors to provide supportive therapy and education simultaneously to a wide number of students. Another positive aspect of group counseling is that students can provide support for one another and gain peer feedback and insight concerning vocational issues (McEachern & Kenny, 2007; Milsom, Akos, & Thompson, 2004). Group counseling sessions can be structured for either vocational or post-secondary educational transition planning and should be conducted in unison, and not as a means to replace individual student counseling (McEachern & Kenny, 2007).

School counselors should follow normal guidelines set forth by the Association for Specialists in Group Work (ASGW) while structuring these groups (ASGW, n.d.). During the initial stages of the group counseling sessions, necessary procedures to be addressed by the school counselor include proper screening, confidentiality training, information on group outcomes, and group rules. While actual group size and group session time is largely dependent upon the secondary schools and the particular school

counselor's resources, it has been suggested that transitional group counseling sessions for students with disabilities can effectively be conducted in a time frame of 30 minutes to 90 minutes and should have 6-10 participants (McEachern & Kenny, 2007; Milsom et al., 2004).

McEachern and Kenny (2007) have developed a group counseling curriculum consisting of nine topical sessions that will help students make the transition into vocational employment. These sessions are comprised of common themes that would also be discussed, in some capacity, with students to maximize their transitional planning. Session topics include: self-awareness; self-determination and advocacy; why work (advantages of working); finding the right job; financial matters; the application process; job interviewing; making career plans and goals; and a wrap up session. McEachern and Kenny's model is currently being used in two Florida school districts.

In addition to preparing students for school to work transitions, group counseling can be an effective way to help students with disabilities transition into post-secondary education (McEachern & Kenny, 2007; Milsom et al., 2004). The same "norms" that apply to constructing transition groups geared for vocational employment also apply to post-secondary education groups. Self-awareness, self-determination and self-advocacy are session topics that remain the same for both groups as all students will need to become practitioners of these traits. Some differences exist in groups focusing on vocational transition versus academic transition. Post-secondary education groups may spotlight: college awareness and choices; disability legislation; student rights; support services; understanding the admissions process; choosing a major in college; and, role play; and a wrap up session (McEachern & Kenny, 2007; Milsom et al., 2004).

## Advocacy and Ableism

In addition to educating students on laws concerning disability rights beyond high school, and providing students resources to assist in post-secondary transitions, school counselors must be actively involved in preparing students with the competencies and tools to be effective advocates for themselves (Ratts, DeKruyf, & Chen-Hayes, 2007). If these skills are not acquired prior to graduation it is very unlikely they will receive the accommodations that are needed in the post-secondary arena. Conversely, if these skills are acquired, the transition to adult life will be more successful (Field, Sarver, & Shaw, 2003; Roberts et al., 2010). The advocacy competencies endorsed by the American Counseling Association (ACA) are an excellent resource for use by school counselors working as social change agents in supporting students with disabilities to be successful (Ratts et al., 2007). Six domains are provided to guide counselors in providing competent and ethical practice in the area of advocacy. These domains include: client/student empowerment, client/student advocacy, community collaboration, systems advocacy, public information, and social/political advocacy (Toporek, Lewis, & Crethar, 2009). These competencies can be accessed in the article authored by Toporek et al. (2009). In addition, section E.2 of the *American School Counselor Association Ethical Standards* (2010) is an excellent tool to help counselors as they assist students with disabilities develop self-advocacy skills.

In educating our students about advocacy, it is essential they are taught the language of disability. Knowing how to refer to individuals with disabilities is a foundational part of the domain entitled systems advocacy contained in the advocacy competencies authored by Lewis, Arnold, House, and Toporek and endorsed by the

ACA Governing Council (2003). Use of inappropriate language to describe individuals with disabilities can be one of the systemic factors that act as barriers to our student's development and success. While there is not universal agreement within the disability community on what is appropriate language to identify a person with a disability, the most commonly agreed upon method is person-first language. For example, the United States Agency for International Development ([http://www.usaid.gov/our\\_work/cross-cutting\\_programs/wid/pubs/DisabilityLanguage\\_Sept2007\\_3.pdf](http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/DisabilityLanguage_Sept2007_3.pdf)) publishes a short guide to using person first language. The website called Disabled World; a site that provides news, information and resources for the worldwide disabled community; has a section on person first language noting that putting the person first is respectful and empowering as it places emphasis on the individual and not their disability (<http://www.disabled-world.com/disability/awareness/language.php>). This website, and many others that discuss person first language, describe this form of awareness language as respectful but accurate and they recommend not only avoiding derogatory language concerning disabilities but also euphemisms like "handi-capable" and "challenged" as these terms can be confusing, suggest over sensitivity and emphasize differences.

Although person first language is not universally accepted by all individuals with disabilities, it is considered the most commonly accepted model for respectful speech (unless the individual tells you that they prefer another form of referral to their disability). As Blaska notes in her article (<http://www.uaa.alaska.edu/dss/information/upload/PeopleFirstLanguage.pdf>), this form of language is now common in government documents beginning with the revisions of the Education of the Handicapped Acts Amendments of

1990 which adopted person first language and changed the name of the law to the Individuals with Disabilities Education Act (IDEA). Blaska (1993) also notes that it is also commonly required in guidelines for authors in publications.

Acquiring assertiveness skills by role playing situations in which students practice advocating their needs with the counselor in an individual session or as part of a group experience with peers is an example of preparatory practice school counselors can provide (Milsom, 2007b). Some excellent examples of possible advocacy teaching activities are provided by Ratts et al. (2007). Examples the authors provide include counselors working with students through rehearsal and practice to develop appropriate and effective techniques in requesting and obtaining academic modifications from a teacher, and the benefit of meeting with parents before the students IEP meeting to consult and discuss parental and student legal rights they are owed according to the law. School counselors can also greatly assist the transition to post-secondary life by providing information and knowledge to students through individualized graduation plans in which students and the school counselor connect interests with coursework, develop a resume, and complete applications (ASCA, 2010). In addition, counselors may benefit students by providing assessment and interpretation of vocational, interest/aptitude testing, and career maturity instruments. Support in this area will help students with disabilities make better informed choices about college and career (Levinson & Palmer, 2005). A general knowledge of college entrance requirements and other post-secondary academic and vocational information is another extremely valuable resource (Hatch, Shelton, & Monk, 2009).

Information concerning local and national resources that will aid the student in this process can also be obtained through the school counselor (Levinson & Palmer, 2005). Some of these specific resources may include institutions or workshops that offer educational training on a variety of topics including improvement of writing and public speaking as well as institutions or organizations that offer vocational training such as field placement services. A variety of websites have been compiled to aid in the successful transition to post-secondary life are located in the Appendix. It is also necessary that school counselors not only act as educators of advocacy but also vigorously campaign for the needs and services that will benefit students with disabilities both in and outside of the school setting (Milsom, 2007b).

One reason school counselors, other educators, families, and students with disabilities need to advocate for services is due to the possibility of confronting ableism. Ableism is defined as discrimination toward persons with disabilities. Individuals that practice ableism believe that people with disabilities are unable to be highly functioning, productive members of society (Smith, Foley, & Chaney, 2008). This belief is, of course, unmerited and not true. Still, some people in society may hold the belief that individuals without disabilities are superior to those who are disabled (Storey, 2007). In schools, this belief can manifest itself through students with disabilities being automatically placed in basic and remedial courses regardless of abilities and is driven by the opinion that these students have little potential (Adkison-Bradley et al., 2007). This can be disastrous for these students because lack of support and feelings of alienation are positively correlated to dropping out of school (Croninger & Lee, 2001).

School counselors can help combat this belief and help students who currently face ableism or may face ableism in the future in many ways. Specifically, school counselors can help students, parents, and other educators fight this form of discrimination by raising ableism awareness in the school system and throughout their communities (Smith, Foley, & Chaney, 2008; Storey, 2007). One way to increase ableism awareness is for students without exceptionalities to participate in role playing situations in which they must confront challenges that students with disabilities face. This exercise will help foster empathy as well as awareness of the tremendous obstacles individuals with disabilities encounter (Smith, Foley, & Chaney, 2008). School counselors can also facilitate workshops and trainings within the school or larger community that focus on raising disability awareness among administrators, teachers, staff, parents, community members, and students. Furthermore, it is imperative that school counselors obtain professional development that addresses ableism to confront their own biases and learn clinical approaches for dealing with this issue within schools and communities (Scarborough & Gilbride, 2006).

### **Summary and Recommendations**

School counselors must serve in the role of supporter, educator, and encourager during the transition process for K-12 students with disabilities. By providing these students with knowledge of disability legislation, school counselors take an important first step to establishing student self-awareness and self-advocacy. Self-advocacy is a must for students transitioning into the post-secondary world and a topic that school counselors must address with their students. In addition to educating students about the merits of self-advocacy, school counselors can provide optimal transition services to

their students through individual and group counseling as well as by utilizing key community and university resources. Through collaboration, school counselors can best serve the needs of students with disabilities by connecting them to various resources and organizations. And by being a source of empathetic support, school counselors can provide these students with hope and excitement for a world that awaits them

What school counselors will provide in the way of transition services can be summarized into four cornerstones. Figure 1 is a visual representation of these four areas, a brief graphic summary of the points made in this article. The model suggests ways to provide the best transitions programming for students with disabilities. The four areas emphasized are: the counselor's knowledge of federal legislation that affect students with disabilities and their ability to educate their students and the students families on these; the counselor's role as a trainer for the student and their families on appropriate self-advocacy; the counselor's ability to identify and educate the student and their families on community and national resources that may assist them toward their goals; and, the counselor's role as a facilitator of collaboration with parents, peers and other professionals to assure that the goals of the students are visualized and shared by all who can support their accomplishment. If the school counselor develops an approach to assisting her/his students in each of these areas and does so successfully, the authors believe students with disabilities will have a stronger chance for success in their transition to post-secondary life.



**Figure 1.** Four areas of emphasis that school counselors can provide to students

### Implications for Counselor Education Programs

This model also serves as a key area to include in school counselor education curricula. Many programs do not adequately train students concerning disability issues. In a 2005 study conducted by Nichter and Edmondson, the authors found that in the area of academic preparation of school counselors, only 15% of respondents believed their graduate training was most important in the preparation to work with special education students. Respondents reported the number one preparatory tool as previous

teaching experience (32%); however, only 16 states require teaching experience to become a school counselor (ACA, 2009). And, in many cases in these 16 states, counseling experience can be exchanged for teaching experience (ACA, 2009).

Only six states require that school counselors supplement their graduate education with training or coursework in the education of students with disabilities (ACA, 2009). This information reinforces numerous other studies that report the lack of academic preparation for school counselors (Milsom, 2002; Milsom, 2007a; Milsom & Akos, 2003; Romano, Paradise, & Green, 2009; Smart & Smart, 2006). It would be beneficial if school counseling graduate programs offered a course in special education and school counselor collaboration. Other possibilities include enrolling in special education courses, inviting special education speakers into counselor education courses, and helping to identify a university or state level individual who could be a resource for questions concerning this population (Nichter & Edmondson, 2005; Roberts et al., 2010).

In addition to the model provided in this article, the IRIS Center offers an additional resource. The IRIS Center (Funded by the U.S. Department of Education's Office of Special Education Programs) was developed to provide training materials to be used by faculty and professional development providers for the preparation of current and future school personnel in the area of working with students with disabilities in inclusive settings. The module entitled *School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School* is an excellent tool for school counselor educators and current school counselors to use. The module provides information on the school counselor's roles in transition, transition assessments, post-

secondary preparation (education/vocation), and communication and collaboration activities for families, and with community agencies and other agencies (IRIS, n.d.).

In addition to the special education resources listed above a major limitation in providing adequate transitional services must be addressed in counselor education programs. In some secondary counseling settings the college/career development and transitional support needs of students with disabilities have been preempted by other inappropriate duties counselors assume. This occurs when support is not provided to professional school counselors in the development of a comprehensive school counseling program by school leadership. Some of these inappropriate activities include clerical record keeping, registration of new students, and being primarily responsible for the disciplining of students. In response to this call, the American School Counselor Association has issued a National Model to standardize the practices of the entire profession (ASCA, 2005). The major tenet of the model insists that in order for school counseling to be effective, the counselor must be able to serve the academic, career, and personal social development needs of every student. Furthermore, removing barriers to future academic and career success through advocacy is a foundational theme of the model (ASCA, 2005). The model offers promise in addressing and improving the counselor's role in transitional services.

Education for school counselors is the foundational component of properly assisting students with disabilities in the transition process. It is hoped that this article will encourage others to continue research on the best ways to assist students in meeting their transitional roles and that it will encourage school counselors to increase their proficiency in assisting in these transitions.

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## Appendix

ACT Services for Students with Disabilities, <http://www.act.org/aap/disab/>

Going to College: A Resource for Teens With Disabilities, <http://going-to-college.org/>

National Center for Learning Disabilities, <http://www.nclid.org>

National Community of Practice on Transition, <http://sharedwork.org/section.cfm>

National Secondary Transition Technical Assistance Center (NSTTAC), <http://www.nsttac.org/transitionstates/map.aspx>

Office of Special Education and Rehabilitative Services, <http://www.ed.gov/office/osers/SAT>

Services for Students with Disabilities, <http://www.collegeboard.com/ssd/student/sat.html>

US Department of Education Office of Civil Rights Students with Disabilities: Preparing for Post-Secondary Education: Know Your Rights and Responsibilities, <http://ed.gov/about/offices/list/ocr/transition.html>