

THE VOICES OF DEAF EXPERTS AND EMERGING ADULTS: TRANSITION TO
ADULTHOOD FOR DEAF EMERGING ADULTS

by

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(Under the Direction of THOMAS VALENTINE)

ABSTRACT

Deaf emerging adults in the U.S. public education system are eligible to receive federally mandated transition services for preparation to enter their adult life. Transition planners and programs lack systematic information from the perspectives of deaf experts concerning what adult life tasks are necessary for meeting the demands of adulthood. Conducted in two phases, this study examined the importance of adult life task items and frequency of coverage of adult life tasks in secondary transition programs. A researcher-developed instrument was used with deaf experts to determine which adult life tasks are important for adulthood. This study is unique in the fact that it relied solely on the voices of deaf experts and deaf emerging adults to produce empirical data.

Informed by the results of the deaf experts, a sequential instrument was developed for Phase II of this study to be used with recently transitioned deaf emerging adults. They provided reports of coverage of important adult life tasks experienced in their transition programs. This study found the ratings of the deaf experts on the importance of adult life tasks affirmed that many adult life tasks are necessary for transition programs to cover, particularly items from the construct of vocation and career. The study affirmed deaf

emerging adults experienced varying levels of coverage of adult life tasks in their transition programs. Ancillary data suggested some deaf emerging adults' transition programs failed to comply with standards set by the U.S. Department of Education in response to IDEA (1990, 1997, 2004). The study provides areas where improvement of coverage of the most important adult life tasks are needed for deaf emerging adults in transition programs. The developed instrument has applicability to future research examining preparation for adulthood in transition programs by deaf emerging adults. Implications for theory and future research in adult education and future research concerning transition programs and deaf emerging adults are discussed.

INDEX WORDS: adult education, adult life tasks, emerging adults, adulthood, deaf, hard of hearing, transition, emerging adulthood, life events, life span development, quantitative

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DEDICATION

As a child my father would take my brothers and me to the university where he was a faculty member. We watched movies in the theater, attended social gatherings, swam in the campus pool, golfed on the campus golf course, attended a drum and bugle corps event, but most importantly we were introduced to my father's colleagues. Everyone seemed engaging and welcomed us into the academic community – as a child this impressed me. These experiences provided a guide and motivation for my career. The accomplishments of all of my educational goals, including this doctoral dissertation are dedicated to my father, Dr. Marcus T. Ballenger. Throughout my doctoral journey my father's encouragement and support, including a visit to Cherry Creek School District, have given me great joy and special memories. My hope is to be a similar example to generations after me.

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CHAPTER I

INTRODUCTION

Background of the Problem

Transitioning to adulthood is a rite of passage that most individuals experience as a natural part of life. For deaf emerging adults living in a hearing-based society, learning adult life tasks are not as effortlessly obtained as they are for hearing emerging adults. Incidental learning occurs for hearing children and adults by listening to every day conversations and picking up information. This opportunity is not available if communication is not made accessible to deaf individuals (Gravel & O’Gara, 2003; Hauser, O’Hearn, McKee, Steider, & Thew, 2010; Marschark & Knoors, 2012).

Social learning is also an important aspect for learning. Social learning research has shown that children are active and selective in the information they integrate from social sources (Koenig & Sabbagh, 2013). Although some social learning is available visually, most social learning occurs through listening to speakers in social settings and being able to cognitively process all the various aspects of communication.

Additionally, the inability to acquire information from social learning or incidental learning may further impact learning through adolescence. Based on the ineffectiveness of the incidental and social learning channels, deaf learners require intentional teaching delivered in their communication mode in order to close the gaps in their learning and gain new concepts. Specifically, pragmatic language skills are primarily learned through incidental learning, by overhearing many conversations

throughout childhood (Paatsch & Toe, 2013). Deaf children require intentional teaching and explicit language learning opportunities (Paatsch & Toe, 2013). Poor academic achievement of deaf secondary students may be related to delays in language and increase the overall challenges. (Marschark & Knoors, 2012; Shaver, Newman, Huang, Yu, Knokey, & SRI International, 2011).

The lack of early language for many deaf children is the reason for delays in learning. The effects of language delays continue into adolescence (Gravel & O’Gara, 2003; Luft, 2014). However the problems are more than just early language. Marschark and Knoors (2012) insist the educational community must realize that, “Deaf children aren’t hearing children who can’t hear” (p. 136). The realization that instruction must be specialized for deaf students is demonstrated by continuing academic differences between hearing and deaf students even after more than ten years of enhancement (Sarchet, Marschark, Borgna, Convertino, Sapere, and Dirmeyer, 2014).

Understanding the needs of deaf children is important because their experiences and access to learning creates the adolescent they become, and eventually the emerging adult. Luft (2014) stated, “it is through language that adults and peers scaffold life experiences into meaningful learning events. Access to the general curriculum or classroom and to transition services may be substantially occluded by nonfluent linguistic abilities” (p. 178). Applied to the field of adult education, practitioners must realize the significant lifelong learning implications for deaf adults due to childhood hearing loss. (Sarchet et al., 2014).

In order to provide opportunities for filling in educational gaps and task acquisition before adulthood, federal special education legislation with a focus on

intentional transition services was mandated. The educative aims of transition are future focused, to prepare the emerging adult to enter adulthood and provide access to further training, or employment.

Data from 2012-2013 reported that 6.4 million children and adolescents (13 percent of all students) are receiving special education services under the Individuals with Disabilities Education Act (IDEA) in U.S. public education. Deaf children and adolescents account for less than 2 percent of those with disabilities served under IDEA (Kena, Musa-Gillette, Robinson, Wang, Rathbun, Zhang, Wilkerson-Flicker, Barmer, & Dunlap Velez, 2015).

For more than three decades in the United States, the purpose of special education has been to maximize the potential of students with disabilities in a broad range of categories. A component of special education is the Individual Transition Plan (ITP). ITPs are developed to guide the individual student's preparation for life after secondary school. Despite these efforts, there are arguments that transition planning may not be preparing deaf emerging adults for adulthood (Arumburo, 2003; Bowe, 2003; Luckner, 2002, Luft, 2014). The inefficiencies of transition planning for deaf emerging adults in secondary educational settings are in question.

Essentially there are three factors intersecting in this study. They are listed below.
Factor one: Deaf emerging adults present unique challenges.

- (a) In public secondary education deaf students are a low-incidence disability, without a voice (Less than 2% of all students with disabilities).
- (b) Some deaf students experience language development delays.
- (c) Deaf students need intentional education.

(d) The literature points to a history of poor academic performance.

Factor two: In 1990 federal legislation mandated transition programs for students with disabilities, including deaf students.

(a) Federal intervention mandated transition services, which were enacted to improve outcomes of adults with disabilities.

(b) Transition programs should prepare students for their adult life.

Factor three: There is no evidence transition programs are effectively guiding deaf emerging adults to adulthood.

(a) Several studies point to failed transition for deaf emerging adults.

(b) We can only assume that transition programs are meeting compliance.

Deaf Emerging Adults

There are many different considerations affecting a person's hearing ability, this study includes all individuals with any type of hearing loss as one group. Luckner (2002) stated that, "children with a hearing loss seldom bring to their educational experience the same extensive language, conceptual, or experiential knowledge as their hearing peers" (p. 3). Education and transition programs for deaf emerging adults must provide specialized and unique attention to the aspect of language. The need for specialized attention applied to deaf learners has been documented by other researchers (Luft, 2014; Marschark & Knoors, 2012; Paatsch & Toe, 2013; Shaver et al., 2011).

Individual Education Plans (IEP) and transition plans established for emerging adults focus mainly on college preparation. However, college studies may not be the espoused goals of deaf emerging adults. Although this doesn't have a direct relation to the variables being measured here, this does emphasize the fact that this population

sometimes embraces norms that are different from the hearing population. Thompson and Easterbrooks (2006) found that among deaf study participants there was no correlation between having a job and overall quality of life compared to the hearing population.

Federal Legislation Regarding Transition

The Individuals with Disabilities Education Act (IDEA) [PL 101-476] is federal law enacted in 1990 and reauthorized in 1997, and in 2004 [PL 108-446] (US Dept. of Education, 2007). In 2004 the reauthorization and revision was titled Individuals with Disabilities Education Improvement Act (IDEIA) [PL 108-446] (IDEA, 2004).

Throughout this document, I will refer to the legislation as simply IDEA, as that is also the convention of the Department of Education's online information. Since IDEA was authorized in 1990, it has undergone several reauthorizations placing more emphasis on transition (National Secondary Transition Technical Assistance Center, 2009a, 2009b).

Reiff and deFur (1992) provided the historical developments noted in transition legislation. Increased focus on transition came in 1990 from the IDEA, describing transition as:

a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation (Reiff & deFur, 1992, p. 238).

Transition services promotes student "movement from school to post-school activities" (Szymanski, 1994, p. 402).

Jones, Apling, & Smole (2004) provided the educative aims of transition in IDEA.

'Transition services' means a coordinated set of activities for a student with a disability that – (A) is designated within an outcome-oriented process, which

promotes movement from school to post-school activities, including post-secondary education, vocational training . . . (B) is based on the individual student's needs, taking into account the student's preferences and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills with functional vocational evaluation. (p. 47)

The National Agenda Steering and Advisory Committee (2005) wrote a proposal highlighting the component of transition programming, *The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students*. This document called for an increased focus on transition, particularly for deaf students. *The National Agenda* included goals for improving transition services for deaf emerging adults by 2015.

Specialized intentional transition plans for deaf emerging adults based on their needs are achievable. Individualized educational planning is the hallmark of special education. The Individual Education Plan (IEP) or in some states, the Individual Transition Plan (ITP) is designed to address the student's "individualized" transition from secondary education to adulthood.

The provisions named in IDEA allow for various interpretations of what transition plans should include for each emerging adult with a disability. Very little guidance was provided in the federal legislation of what transition curriculum must include (Luft, 2014). The National Secondary Transition Technical Assistance Center's (NSTTAC) Indicator 13 Checklist contains eight questions school officials submit on the transition of each student. (National Secondary Transition Technical Assistance Center, 2009a, 2009b). Mandates are intended to be broad enough to include all possible students, however when transition is planned around compliance rather than individual disability

needs, the eight components are unlikely to solve the problems of transition for deaf emerging adults.

Several states have implemented their own transition guidelines. Most notably, the tri-state area of Delaware, Pennsylvania, and Virginia (2014) created a Tri-State Transition Slide Guide. Also notable, Pepnet (2014) created an online training tool for deaf students that addressed the eight components of Indicator 13 (National Secondary Transition Technical Assistance Center, 2009a, 2009b). Some positive advances in transition have recently been developed, but there is still more to do.

Transition compliance, reports, and age-appropriate transition assessments are required under IDEA Indicator 13 (National Secondary Transition Technical Assistance Center, 2009a, 2009b). IDEA (2004) Section 614 describes the assessment topics to be conducted should be related to training, education, employment, and where appropriate independent living skills. However, according to Luft (2014) very few transition programs were aware of these mandates.

Formative learning, learning through our experiences during childhood is the basis for all of our future learning. Much learning has already taken place by the time an emerging adult reaches the legally mandated age to begin transition, which is 16 years old. Fortunately, IDEA does allow for transition planning beginning at age 14 (IDEA, 2004). With the goal of entering adulthood only a few years away, great life strides must be made in a short amount of time.

Transition Programs for Deaf Emerging Adults

With the paucity of federal guidance for transition programming, the public school basic curriculum appropriate for the particular grade levels are still the expected or

attempted focus for most transition programs (Luft & Huff, 2011). Prior research has suggested what should be taught in transition programs for deaf students: advocacy skills, life choices, independent living skills, appropriate academic and/or job training opportunities (Bowe, 2003; Garay 2002, 2003; Luckner, 2002; Vaupel, 2000). Furthermore, these topics should be delivered in the emerging adult's individual communication mode (Bowe, 2003, Gravel & O'Gara, 2003; Hauser et al., 2010; Marschark & Knoors, 2012).

With the goal of transition focusing on preparation for adulthood, one assumes the young adult should have the ability to function in the various tasks of the adult world. This may not be the case for all deaf emerging adults. Several authors have demonstrated that many deaf emerging adults are not functioning as an independent adult after leaving secondary school transition (Arumburo, 2003; Bowe, 2003; Garay, 2002; Luckner, 2002; Luft, 2014; Vaupel, 2000). Still today improvements in transition require a shift from completing an eight-item checklist to a greater focus on the emerging adult's needs and preparation for adult life. Much time is lost if focus is placed on inappropriate goals and only meeting compliance (Bowe, 2003; Luckner, 2002).

Educational professionals are responsible for providing appropriate transitional experiences for deaf emerging adults, yet very little in the way of guidance or funding is provided from the federal government (Junge & Krvaric, 2011). When transition programs follow compliance with IDEA (2004), it is assumed the deaf emerging adult benefited from their transition experiences. If these assumptions are incorrect, it is the emerging adults who pay the cost of not being prepared for adult life.

An educational theorist whose research focused on life tasks, Havighurst (1953) pointed out that early adulthood is the best stage for teachable moments, but is the emptiest of efforts to teach. Perhaps we can learn from this 60-year old premise by applying it to transition programs. Transition planning should include adult life task instruction during the time emerging adults are still in the stage for teachable moments. For deaf emerging adults still in secondary education programs, their transition plans could include the adult life tasks that will be necessary for them in the coming years.

Statement of the Problem

Emerging adults with disabilities in the U.S. public education system receive mandated transition services for the purpose of moving from school to the community and their adult life. The U.S. has had equal education laws in place for more than 35 years. Newer special education legislation IDEA (2004) and No Child Left Behind 2001, as well as *The National Agenda* (2005) have increased emphasis on transitioning from school to adult life for students with disabilities.

In order to provide transition services that encompass adult life tasks appropriate for emerging adults who are deaf, we need to hear from the deaf community about what they believe to be important adult life tasks. Providing voice to this population, who has been left out of determining what is appropriate for them in transition planning, was a focal point of this study.

While legislation mandates transition services to prepare emerging adults for adulthood, little is known about whether or not the transition plans provided coverage and intentional training in adult life tasks. We are lacking systematic information from the

perspectives of participants who are deaf about the extent to which these programs met their needs as an emerging adult.

Purpose of the Study and Research Questions

This study's purpose was to better understand the content and importance of adult life task training in secondary transition programs. In order to accomplish this broad purpose, three research questions were posed.

1. What adult life tasks do deaf experts who are educators rate as important to be covered in secondary transition planning?
2. To what extent do deaf emerging adults report that important adult life tasks were covered in their transition programs?
3. To what extent are adult life tasks that were highly rated by experts actually occurring in the transition programs of deaf emerging adults?

This study was accomplished by seeking input from educational experts who are deaf concerning their opinions of the most important adult life tasks for deaf adults, and to learn from recently transitioned deaf emerging adults if those important adult life tasks were covered in their transition programs.

Approach

In order to answer the research questions, two sequential studies were selected. Phase I was prescriptive, deaf experts were asked to provide their ratings of adult life tasks that were important for transition programs to cover. Phase II was descriptive, in which deaf emerging adults were asked what adult life tasks were covered in their transition programs. Phase I and Phase II results were combined to answer the third research question.

The lived experiences of this population are relevant in two major ways: first, this study does not start from what exists, but sets out to discover from the experts which adult life tasks are important to function in adulthood; secondly, deaf emerging adults are in the best position to say if they received training concerning adult life tasks in their transition programs to aid them in meeting the realities of adult life.

These two groups that were members of the deaf community shared their life experiences and their voice. By thoroughly examining these two important phases we have new insight into adult life tasks important for transition and what was occurring in transition programs for some deaf emerging adults.

Significance of the Study

The practical applications of this study are relevant to adult educators who design programs for deaf adults. The field of adult education has not examined the issue of transition to adulthood for deaf emerging adults, and is altogether lacking information concerning adults with disabilities of any type. Clark (2006) reported, “As a field, adult education has either subsumed and/or has been largely negligent in specifically accounting for disabled participants in various studies and research agendas” (p. 318). The resulting data may provide insight for adult educators working with deaf emerging adults. This study may increase exposure to the challenges and needs of deaf emerging adults and begin conversations within the field of adult education concerning future interactions. Based on this, there is value in conducting a study examining the issue of deaf emerging adults and their transition to adulthood.

Although we all arrive at chronological adulthood in the same way by aging, we do not all arrive at adulthood with the same learned tasks necessary in adulthood. By

examining deaf emerging adults who recently participated in transition programs in public secondary schools, this study looked at their preparation from transition programs with the goal of entering adult life and confronting the tasks of adulthood.

Principally, this study gives a voice to this population. Outcomes of this study are important adult life tasks that deaf education professionals of deaf students believe are necessary. Secondly, insights from the deaf emerging adults concerning their recently lived experiences within transition programs allowed us to determine if the transition experience was valuable in preparing them to meet their individual adult roles.

Position of the Researcher

A researcher's background knowledge of the issue being studied is important. Merriam and Simpson (2000) explained, "What is uncovered is mediated through the researcher's own perspective, resulting in an interpretation, description, or explanation of the phenomenon" (p. 99). For more than twenty years, I have worked at the post-secondary level, and the pre-school level primarily with individuals who are deaf. Additionally, I have been a proponent for transition services for students through establishing a statewide transition conference specifically for deaf emerging adults. I have served on transition committees both at the state level and nationally. Through these experiences, I questioned the amount of exposure to adult life topics preparing deaf students to leave secondary school and the commitment actually spent on transition activities. I wondered how the lessons leading to adulthood that would be necessary for deaf students could be measured, and what does the educated deaf community believe to be important for transition? These questions began my research into the intersection of deaf emerging adults, transition legislation and purposes, and preparation for adulthood.

Although I have experience working within the deaf population, I am still an outsider - a hearing person. The limitation of the researcher being an outsider, or from an etic perspective is likely to be questioned during this study. Examining the research questions from the perspective of the deaf experts and deaf emerging adults was comparable to looking from the inside outward. The participants in this study shared their views of their experiences in transition programs providing an emic view, analyzed by an etic researcher. This study provided a compelling view of what was actually occurring in transition programs of the deaf emerging adults.

Definition of Terms

Deaf

The US Department of Education (2006), under IDEA defines deaf as a “hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance” (p. 1). The term hard of hearing is also related to hearing loss. The World Federation of the Deaf promotes the term “deaf” rather than other terms such as, hearing impaired. Throughout this document the term “deaf” is used to refer to the population of interest. Others would oppose the use of this and prefer an extension to include deaf and hard of hearing. Some people prefer to make the distinction of writing the word deaf with an upper case D reflecting a cultural relationship to their community. For the sake of communicating to the broadest possible audience and focusing on all of the various nuances of hearing loss, I chose to use the term deaf, as in deaf person or deaf professional, with the full understanding that this is a complex term (DeClerck, 2010;

Gilman, Easterbrooks & Frey, 2004; National Center on Disability and Journalism, 2015; Thompson & Easterbrooks, 2006).

Emerging adult

The term emerging adult is used throughout this study to refer to the individuals who experienced transitioning from secondary special education to adulthood. This term, as originally introduced by Arnett (2000) is a “time of life when many different directions remain possible . . . when the scope of independent exploration of life’s possibilities is greater for most people than it will be at any other period of the life course” (p. 469).

Low incidence disability

Typical disabilities considered to be low incidence are hearing impairments and visual impairments. Students with low incidence disabilities are between 1% - 3% of the total U.S. public school population.

Transition

Secondary students with disabilities qualify for federally mandated transition services beginning by age 16. Transition is, “a coordinated set of activities for a student with a disability that – (A) is designated within an outcome-oriented process, which promotes movement from school to post-school activities” (Jones, Apling, & Smole, 2004).

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to present literature and related information that are relevant to this study. The chapter has five major sections, first a brief overview of adulthood. Second is literature concerning the population of interest, deaf emerging adults and their transition to adult life. Third is the literature of federally mandated transition. Fourth are future directions for transition programs, and fifth is the chapter summary.

Overview of Adulthood

Defining adulthood depends on ones' perspective. Merriam and Brockett (1997) stated that adulthood as a stage of life is a relatively new concept in North America. After the Civil War the concept of adulthood appeared. Adulthood is "considered to be a sociocultural construction; that is, the answer to the question of who is an adult is constructed by a particular society and culture at a particular time" (p. 4). Some notions of adulthood are based on chronological age. For example in the United States many new opportunities are available once an adult is 18 years old. At 18 years of age, individuals are allowed to vote, sign contracts, or join the military. The age of 18 is not the only chronological measure of adulthood in the United States though; one can "drink at twenty-one, leave compulsory school at sixteen, and in some states be tried in court as an adult at fourteen" (Merriam & Brockett, 1997, p. 5). Some cultures use biology to

determine adulthood. Throughout history, entering puberty has been the line between childhood and adulthood.

Another theory is that social roles define adulthood or who is an adult. Through the legal system, one can become an emancipated minor due to certain life circumstances. Young women at puberty may become mothers. The 14-year old convicted in an adult court may be imprisoned with other adult offenders. Media has portrayed teenagers as doctors and teenagers as young as 13 years old have become college students.

Merriam and Brockett (1997) offered, “At the heart of the concept is the notion that adults are older than children and as a result there is a set of expectations about their behavior” (p. 5). They provided the definition of adult from Paterson (1979). Paterson (1979) claimed that adults have behavioral expectations,

“to whom we ascribe the status of adults may and do evince the widest possible variety of intellectual gifts, physical powers, character traits, beliefs, tastes, and habits. But we correctly deem them to be adults because, by virtue of their age, we are justified in requiring them to evince the basic qualities of maturity. Adults are not necessarily mature. But they are supposed to be mature, and it is on this necessary supposition that their adulthood justifiably rests (p.13).

An adult is someone who is expected to behave as an adult, not a child.

After secondary education, if additional educational pursuits are attempted, these fall into the realm of adult education. Adult education and adult learning are different, although adult learning is part of adult education. Adult learning is an internal cognitive process, which may be planned or unplanned as in incidental learning (Mathews, 2015). Adult learning is more than cognitive processing, according to Merriam (2008), “it is a multidimensional phenomenon, and that it takes place in various contexts” (p. 97). Adult education is defined by Merriam and Brockett (1997) as “activities intentionally designed

for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults” (p. 8).

One way of conceiving of adulthood is the specific tasks adults face. Establishing one’s occupation is an important adult life task. Havighurst (1972) explained the life tasks for young adulthood as: selecting a mate, learning to live with a marriage partner, starting a family, rearing children, managing a home, getting started in an occupation, taking civic responsibility, and finding a congenial social group. Uhlenborff (2004) whose work was based on Havighurst, provided specific development dimensions found in research among people aged 11 – 20.

In research by Lowe, Dillon, Rhodes, and Zwiebach (2013), they along with Arnett (2004) have found adulthood is defined by individualistic criteria. Lowe et al. (2013) asked respondents to describe an instance that really made them feel like an adult. Over half of their study participants reported psychological experiences as in responsibility for self. Over 20% reported increasing responsibility for their future made them feel adult. More than 30% of the participants “demonstrated increasing self-regulatory capacity in their defining instances...planning for the future, making major decisions, and regulating their emotions and motivations as they strived towards long-term goals” (p. 63). The instances reported of feeling adult are evidently accomplished by acquiring the adult life tasks necessary to achieve these individual criterions.

According to Evers, Rush, and Berdrow (1998), adulthood is the life-stage of obtaining, or a person who has obtained, adult competencies. Admittedly, a person could obtain the level of adulthood under this definition at any age after childhood, therefore becoming an adult. Likewise, there may be some who are legally classified as adults, but

have not yet obtained adult competencies. Both Knowles (1980) and Evers et al. (1998) share the same focus. The process of becoming an adult means one experiences the responsibility of independent adulthood.

Deaf Emerging Adults

Data compiled by Pepnet (2011) from the most recent American Community Survey showed 57% of deaf emerging adults age 21- 25 were employed. Possibly showing a growing trend, deaf emerging adults were employed at higher rates than other disabilities. These are very promising results, but still below 66% of the employed general population of adults aged 21 - 25.

Assessing data from the National Longitudinal Transition Study – 2, Newman, Wagner, Knokey, Marder, Nagle, Shaver, Wei (2011) and Newman, Wagner, Cameto, & Knokey (2009) reported after both 4 years and 8 years post high school, the employment type categories were similar showing the highest percentage of deaf adults work in the areas of food preparation and serving, clerical/computer support or financial services, and sales and related occupations.

Arnett (2004) argued that emerging adults do not necessarily view full-time employment, marriage, or having children as important markers of adulthood. This idea agrees with the research of Thompson and Easterbrooks (2006). Specifically looking at the population of deaf emerging adults, they suggested, “these young adults, as a whole, do not value work or recognize its significance in one’s life” (p. 39).

In the early 1990s it was documented that emerging adults with disabilities who exited high school were much less likely to participate in postsecondary education than nondisabled students, although deaf women were found to attend postsecondary training

at a higher rate than deaf men (Bullis, Bull, Johnson, & Peters, 1995). Interestingly, participation in vocational training was nearly equal between the groups (Fairweather & Shaver, 1991). Fairweather and Shaver's (1991) research showed that successful transition to adult life happens through participation in postsecondary education and adult training.

The high school graduation rates for deaf students have been steadily increasing from 67.1% in 2002 to 73.4% in 2012 (US Dept. Ed. 36th Annual Report to Congress, 2014). These increases are not seen at the postsecondary level. Approximately two thirds of deaf students who begin postsecondary studies do not graduate (Newman, Wagner, Cameto, & Knokey, 2009).

A study using data from the National Longitudinal Transition Study- 2 (NLTS2) by Sanford, Newman, Wagner, Cameto, Knokey, and Shaver (2011) reported findings of young adults with disabilities out of high school up to 6 years. Deaf postsecondary enrollment, including those on vacation from enrollment was 70.6% (p. 16). Additional assessment of data from the National Longitudinal Transition Study – 2, Newman, Wagner, Cameto, & Knokey (2009) found that after 4 years post high school, deaf adults were 72 percent more likely to attend postsecondary school than were those with other disabilities.

Other data from the NLTS2, showed “Fewer than two-thirds of students in the general population who began as a full-time freshman in 4-year universities in 1995 received a bachelor degree within a 6-year period” (Sanford et al., 2011, p. 19). Comparatively, in a sample of 1,520 young adults with disabilities, deaf individuals who completed postsecondary education of some type were 38.9% (p. 21). To understand this

more clearly, as reported in the same study, postsecondary completion by disability type was reported:

- 50.4 % of adults with traumatic brain injury.
- 49.7% of adults with visual impairments.
- 48.4% of adults with speech or language impairment.
- 41.1% of adults with emotional disturbance.
- 40.0% of adults with mental retardation.
- 38.9% of deaf adults.
- 37.5% of adults with learning disabilities (Sanford et al., 2011, p. 21).

Slightly more than one-third of deaf emerging adults completed postsecondary programs, leaving approximately two-thirds not completing. Deaf emerging adults unsuccessful in their postsecondary attempts pose a challenge. Were those students not academically prepared? Were those students advised improperly? Did they change their career focus? We do not have these answers, but now those deaf emerging adults are no longer in secondary education where the option to retrain for a different career would have been free and with guidance (Storms, O’Leary, & Williams, 2000).

Arumburo (2003) focused on deaf individuals in Louisiana who were one to three years out of high school. Arumburo was able to determine that many deaf individuals in Louisiana were not independent within three years of leaving high school, as evidenced by these emerging adults still had family members taking care of their daily activities. The findings demonstrated a gap between the emerging adults with disabilities and emerging adults without disabilities.

Deaf emerging adults are less likely to live independently. Newman, et al. (2011) found 50.5% of deaf adults lived independently post 8 years after leaving high school. As a measure of independent living, Blackorby and Wagner (1996) used residential independence, although alone this may not be accurate in determining independent transition, since many adults with disabilities are provided with some form of Social Security Income (SSI) as a recompense for their disability (Bowe, 2003; Houtenville & Brucker, 2014, Thompson & Easterbrooks, 2006). Another measure of independent living used by Blackorby and Wagner (1996) was postsecondary attendance. Postsecondary attendance may not be an accurate measure of independent transition to adulthood, as attendance in a postsecondary program alone does not determine if an adult will persist in their education or whether or not they become independent.

Data from the National Longitudinal Transition Study 2, which was analyzed and organized in disability specific fact sheets, highlighted less than adequate achievement for deaf students. “With regard to academic achievement, a gap existed between the academic achievement of students with hearing impairments and their peers in the general population in reading, mathematics, science, and social studies” (Shaver, et al., 2011). Empirically failures in transition services and in academics are affecting the emerging adults who are entering adulthood (Marschark & Knoors, 2012; Shaver et al., 2011).

The literature points to situations of deaf secondary students who are not receiving transition services or who are receiving training often based on college preparation skills alone, rather than adult life preparation skills (Bowe, 2003; Luckner, 2002; Luft & Huff, 2011; Shaver et al., 2011).

After graduation from high school, postsecondary deaf student's ability to persist in earning a degree may be hampered by lack of academic preparation and literacy development (Luft, 2012). Sarchet et al., (2014) studied vocabulary among deaf postsecondary adults. Regardless of mode of communication, the deaf postsecondary students had relatively poor vocabulary skills as compared to their hearing peers (Sarchet et al., 2014). Considering a study from Marschark, Sarchet, Convertino, Borgna, Morrison, & Remelt, (2012), "deaf students in high school and college learn as much from reading as they do from sign language (or spoken language) in the classroom" (p. 68).

Luckner (2002) charted the areas of impact a hearing loss has on language and communication as the person ages. The initial impact is on communication and over several years a hearing loss has an impact on not only communication, but also on language, speech, social, emotional, behavior, reading, academic, psychological, daily living, and career (Luckner, 2002, p. 4). Based on this, deaf emerging adults experience lower levels of proficiency in college and career readiness skills (Luft & Huff, 2011).

Deaf children and emerging adults may be deprived of the learning that occurs for hearing people through incidental learning opportunities. Hearing people typically have the ability to learn information incidentally just by being in the vicinity of a conversation between other communicators. As mentioned in Mathews (2015), incidental learning is the process most hearing children learn adult skills.

Hauser et al., (2010) explained, "Deaf children who do not have full access to everyday communication often do not see how adults express their thoughts and feelings, how they negotiate disagreements, and how they cope with stressors" (p. 488). Without

this channel of learning, educators working with deaf emerging adults cannot assume deaf students know all there is to know about becoming an adult, unless adult life tasks have been addressed in an emerging adult's transition plan. Learning expected social functions in adulthood is possible for deaf emerging adults. The focus must be placed on intentionally teaching requisite skills and ideas leading to adulthood.

As discussed by Hauser et al., (2010), the lack of incidental learning for deaf adolescents and emerging adults is the impetus for intentionally teaching adult life tasks to deaf individuals. Without intact hearing ability, incidental learning is difficult or impossible for deaf individuals (Brackenbury, Ryan, & Messenheimer, 2006; Hauser et al., 2010, Mathews, 2015, Trussell & Easterbrooks, 2014). The cumulative effect of the lack of incidental learning is noticed in several aspects of a deaf emerging adult's life.

Cuculick and Kelly (2003) state that although they do not understand why, 80% of deaf students in their study who had, "the reading ability (9th–12th-grade range) and language skills to succeed in AAS and BS degree programs left the university without earning a degree" (p. 286). Discovered in a study by Garberoglio, Cawthon, and Bond (2014), "English literacy measures used in this study, and in much of the literature on deaf education, do not fully capture the literacy practices that are used by deaf individuals as they navigate adult life" (p. 15). Clearly there are many factors to disentangle in order to fully understand the needs of deaf emerging adults.

In deaf transition research conducted by Luft (2014) outcomes showed that deaf emerging adults' transition planning, "requires greater depth and attention to unique, disability-specific challenges" (p. 187). Without specialized attention to specific deaf transition issues, deaf emerging adults may become deaf adults who are low functioning

and unable to participate as an independent adult in our society. Several authors focusing on transition for deaf emerging adults have developed best practices or transition outcomes in order to accomplish these aims (Bowe, 2003; Garay 2002; Luckner, 2002; Vaupel, 2000).

Improvements were called for in the preparation for adulthood for deaf emerging adults. “Each program should be linked with ongoing support systems that assist individuals who are deaf and hard of hearing in their work and living endeavors over an extended period of time” (Luckner, 2002, p. 6). As a result of language, communication and educational difficulties faced by deaf emerging adults, transition may not be successful if we do not optimize the outcomes (Cawthon & Caemerer, 2014; Gilman, Easterbrooks, & Frey, 2004; Hauser et al., 2010; Luckner 2002; Luft, 2014; Luft & Huff, 2011; Wolters, Knoors, Cillessen, & Verhoeven, 2012).

Transition training for teachers was developed by Martin and Kohler (1999) based on Kohler’s (1996) Taxonomy for Transition Programming which included: student-focused planning, student development, interagency collaboration, family involvement, and program structures. Morningstar and Mazzotti (2014) reported their plan to improve transition outcomes for students, through including evidence-based research to the knowledge and skills that teachers and transition specialists learn. Recent research has shown many secondary teachers and transition specialists were unaware of and unprepared to implement evidence-based practices in transition (Morningstar & Mazzotti, 2014).

The United States is not alone in issues associated with deaf emerging adults and transition. Deaf emerging adults experienced similar lack of preparation for adulthood in

the United Kingdom, which was the impetus behind educational transition requirements being changed to begin at age 14 (O'Brien, 2015). Transition to adulthood for people with disabilities in England received government attention with a 1997 document titled the Green Paper 'Excellence for all Children' (Polat, Kalambouka, & Boyle, 2004). At the time of their writing, the authors concluded, "the future in England seems promising due to the fact that there are new independent and interrelated services that are being initiated by the present government...which focus on the post-16 transition issues of young people" (Polat et al., 2004, p. 16). Several years later, in Saunder's (2012) work with deaf students in the U.K., a conclusion was made that most deaf students received support and guidance about future decisions and were somewhat prepared for college life.

Educational and transition concerns for deaf students in Ireland were due to similar issues as seen in the U.S., "lower educational expectations, barriers to incidental learning opportunities, poor communication at home, learned helplessness, and poor literacy and numeracy skills" (Mathews, 2015, p.1). School to work transition barriers to employment opportunities for deaf emerging adults were issues experienced in Australia (Punch, Hyde, & Creed, 2004). Key findings addressed in a study provided needed ideas; better training for transition officers to facilitate the transition from school to further education or employment; specialized assistance for deaf emerging adults in the way of deaf career advisors and life coaches, access to deaf role models, and career information in more accessible formats (Clark & National Centre for Vocational Education Research, 2007).

History of Transition

Natural transition, “involves letting go of the past, experimenting with strategies and behaviors to accommodate the new, and, finally, feeling comfortable with the changes one has adopted in terms of identity, values, behaviors, or social roles” (Merriam, 2005, p.7). The transition experienced by most emerging adults is the transition from secondary school to adult life. Transition to adulthood is the process of preparing for adult life and independence. Adulthood is reached when the individual learns the functions and ideas necessary to function in adulthood.

In 1964 a committee was convened to address the current problems of inefficient educational and occupational preparation of deaf students in the U.S. (report date: February 11, 1965). The findings were known as the Babbidge Report (Babbidge, Duning, Edwards, Godwin, Hardy, Hedgecock, Rackley, 1965). Dr. Homer D. Babbidge was the chairman of the Advisory Committee on the Education of the Deaf.

There have been many improvements in the past 50 years since this report, such as; newborn hearing screenings in the U.S., more educational options for deaf students, certification for teachers of the deaf to name a few (Johnson, 2004). A remaining issue since 1964 is transition to adult life for deaf emerging adults. The focus of this study is not all special education legislation and students with disabilities, but limited to legislation about transition and deaf emerging adults.

The Tenth Annual Report to Congress on the Implementation of the Education of Handicapped Act in 1988 included a heightened focus on school leaving for emerging adults with disabilities. In 1988, the U.S. President issues a challenge to improve graduation rates to 90%. Dropping out of school was an issue affecting large numbers of

students with disabilities. The named reasons deaf emerging adults left secondary education without a diploma in 1988 were: 19.2% left with an attendance certificate (not usable for further training), 2.06% aged out of secondary education without receiving a diploma, 13.12% dropped out, and 9.88% left secondary school for other reasons (U.S. Office of Special Education and Rehabilitative Services, 1988, p. 42). Including a focus on transitioning to employment, a renewed attention to students with disabilities was emphasized nationally in 1988.

The Individuals with Disabilities Education Act (IDEA) [PL 101-476] was federal law enacted in 1990, reauthorized in 1997, and again reauthorized and revised in 2004 [PL 108-446]. The IDEA mandated that emerging adults with disabilities have an Individual Education Plan (IEP) guiding their education and transition to adulthood.

The law requires transition services be provided to students aged 14 and over (Individuals With Disabilities Education Improvement Act Amendments, 2004). The 1975 Education for all Handicapped Children Act (EAHCA), also known as Public Law 94-142, is the initial legislation for educating children with disabilities and predated the implementation of IDEA in 1990. The new IDEA legislation absolutely required “needed transition services” to begin by 16 years of age, and in some cases it is appropriate to begin at age 14, while the emerging adults are still in secondary school and can receive the services for free (Storms, O’Leary, & Williams, 2000). Szymanski (1994) and Garay (2003) asserted that transition of deaf emerging adults should take place in the junior-high school through high school, developing over the crucial life-span years.

Since IDEA was authorized in 1990, it has undergone several reauthorizations placing even more emphasis on transition, particularly with the reauthorization in 2004.

“The new provision under IDEA, 2004 requires age-appropriate transition testing and documentation or results-oriented and measurable transition outcomes (Luft & Huff, 2011, p. 570).

Specifically *The National Agenda* (2005) addressed transition problems and concerns for deaf emerging adults. *The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students* (2005) also called for an increased focus on transition, particularly for deaf students, Goal 3.4 read,

Deaf and hard of hearing students are entitled to and can become independent, self-sufficient adults. All appropriate institutions, including State Education Agencies, intermediate educational service agencies, local educational agencies (LEAs), post-secondary programs, and all other pertinent governmental and community resources shall work together with D/HH students and their families to ensure that this goal is met (p. 24).

The U.S. Department of Education, National Center for Educational Statistics reported as of 2013 there were approximately 78,000 deaf students aged 3-21 participating in special education programs making them qualified for transition services under IDEA (Snyder & Dillow, 2015). By high school graduation or by attaining the age of 22, transition services should prepare deaf emerging adults to transition to adulthood while the emerging adult is eligible under IDEA.

Grigal, Test, Beattie, and Wood’s (1997) study of 94 students noted that the transition plans individually written for students with life delays were more complete and included more best-practice components, than the transition plans of deaf students. The outcomes were presented and provided evidence of the failures with transition plans for these 94 students. Grigal et al. (1997) found, “Overall most plans we reviewed complied with the mandates of the IDEA and had goals stated in the four major areas of

education/training, employment, recreation, and residential. The quality of these goals, however, was rated as only adequate to minimal” (Grigal et al, 1997, p. 367).

Multilayered funding and compliance of federal education mandates administered at the state level are a potential issue. Examining policy, the American Enterprise Institute for Public Policy Research authors Junge and Krvaric (2011) stated that, “The current compliance structure causes states and districts to spend a disproportionate amount of time on technical compliance issues that may not reflect federal policy priorities” (p. 5).

Transition services as defined in the legislation, promote movement from school to post-school activities. Bowe (2003) stated that, “secondary educators who consider the purpose of high school to be to prepare young people for college are not serving the interests of at least 70% of school leavers who are deaf and hard of hearing” (p. 487). The curriculum decisions of what to include in transition plans, and what constitutes transition plans in the U.S. often are based on college preparation skills, rather than adulthood preparation skills (Bowe, 2003; Luckner, 2002; Luft & Huff, 2011). The new focus in many states to raise the stakes placed on academics, may not be the best solution for transitioning deaf emerging adults who do not anticipate going to college. Skills required to work and live independently as an adult are rarely taught (Bowe, 2003; Luft & Huff, 2011).

Deaf emerging adults who leave secondary education unable to be self-sufficient and live independently may not be alone. Young adults in the general population are not transitioning to independent adulthood as early as previous generations. Due to uncertain employment and higher costs of living, we are seeing changing views on leaving the

family home and supporting oneself. It is not uncommon for emerging adults without disabilities to continue to rely on their families for financial assistance while they travel, begin working, or attend postsecondary programs (Furstenberg, 2010; Settersten & Ray, 2010). This is a recent change where young adults were self-sufficient, but now continue to require support from their parents.

Several authors have mentioned a deterrent to becoming self-sufficient or obtaining employment for deaf emerging adults is Social Security Income (SSI) and benefits (Bowe, 2003, Houtenville & Brucker, 2014, Thompson & Easterbrooks, 2006). “As employment and education programs support individuals to increase their self-sufficiency through employment, antipoverty and public health insurance may provide individuals with disincentives to being employed” (Houtenville & Brucker, 2014). Results from the study by Houtenville & Brucker (2014), found that “at least 65% of all working-age persons with disabilities participate in one or more of the safety-net programs” (p.101).

Expenditures for many safety-net programs (SSI, Medicare, Medicaid) “have risen in recent years in the United States, particularly for persons with disabilities, the amount of federal government spending on programs that are designed to foster self-sufficiency through employment among working-age people with disabilities has remained relatively stagnant” (Houtenville & Brucker, 2014, p. 92). In 2008, the Medicaid expenditures for Social Security beneficiaries and Social Security Income benefits paid to working-age people with disabilities accounted for nearly half of federal expenditures for this population (Stapleton, 2013).

Some deaf adults who do not have a specialized skill or degree cannot earn the equivalent income Social Security provides them on a monthly basis. The opportunity for some families continued dependence on their emerging adult's SSI benefits even after secondary school, may create a family learned helplessness in which no encouragement of adult independence is provided to deaf emerging adults. The disincentive to work or training provided by the Social Security Income and disability insurance is an unintended barrier to successful transition, but nonetheless an issue.

Locating adult training and job preparedness programs for deaf people, regardless of secondary education diploma status is difficult. Vocational Rehabilitation (VR) operates in every state to help people with disabilities obtain training and go to work. According to the Office of Special Education and Rehabilitative Services (OSERS) Transition Steering Committee Data Fact Sheet (2015), youth between the ages of 14- 24 received the following VR services in FY 2014:

- 23,869 received college or university training.
- 23,722 received VR services together with SSI benefits (p. 3).

The Office of Special Education Programs (OSEP) annually requires states to submit IDEA data responding to 20 indicators. Indicator 13 relates to transition services. The National Secondary Transition Technical Assistance Center (NSTTAC) is funded by OSEP to provide technical assistance. NSTTAC prepared the Indicator 13 Checklist (see Appendix D) containing eight questions for school officials to respond either yes or no regarding a student's transition progress. (National Secondary Transition Technical Assistance Center, 2009a, 2009b).

Transition compliance, reports, and age-appropriate transition assessments are required under IDEA Indicator 13 (National Secondary Transition Technical Assistance Center, 2009a, 2009b). Luft's (2014) research found that some assessment activities did not meet IDEA's expectations of assessment. Instead some transition programs offered, "interest inventories, aptitude, ability, and general vocational tests more often than evaluation work samples, and work adjustment and motivation" (p. 187).

Several authors have pointed to the failures of transition services and post-high school outcomes for deaf students (Arumburo, 2003; Bowe, 2003; Luckner, 2002; Luft & Huff, 2011; Shaver, et al., 2011). Deaf emerging adults have specialized needs in transition that simple compliance with the mandates of IDEA will not meet. Deaf-specific transition programs are better equipped to focus on the student's communication mode, advocacy training needs, life choices, independent living skills, and most of all, appropriate academic and/or job training opportunities. Transition plans and programs in secondary schools are often designed to prepare emerging adults for higher education, and often are not individualized according to a student's academic skills and needs. If an emerging adult's academic abilities or interests do not lead to entering postsecondary education, transition services rarely address the many possible options that may be better suited for those deaf adults (Luft & Huff, 2011). Often deaf emerging adults leave high school and are not prepared to enter adulthood as independently as may be possible. (Arumburo, 2003; Bowe, 2003; Cawthon & Caemerer, 2014; Garay 2002; Gilman, Easterbrooks, & Frey, 2004; Hauser et al., 2010; Luckner 2002; Luft, 2012; Luft & Huff, 2011; Vaupel, 2000; Wolters, Knoors, Cillessen, & Verhoeven, 2012).

Selected Attempts to Address Transition Shortcomings

Pepnet 2 is a federally funded project whose, “constituents come from a wide variety of settings all over the United States, including mainstreamed settings, schools for the deaf, vocational rehabilitation settings, state agencies, job training programs, and institutions of higher education” (Cawthon & Leppo, 2013, p. 440). Pepnet (2014) with funding from the Research to Practice Division, Office of Special Education Programs has developed an online interactive program titled Map It: What Comes Next. Map It provides three accessible training modules for deaf students focused on developing self-determination skills. Map It was developed to support transition professionals by addressing the eight components of Indicator 13. This is a positive development towards providing learning materials specifically for the deaf student population. It is too early to know how this will be used in local schools and what impact it will have on improving transition.

The Council for Exceptional Children (2012), an international professional organization dedicated to improving education of individuals with all types of disabilities, began offering a new product in 2012 called Life Centered Education (LCE). They claim the LCE helps schools comply with IDEA by providing 94 life skills focused on daily living skills, self-determination and interpersonal skills, and employment skills. If deaf emerging adults were in schools that purchased and implemented this curriculum beginning at age 16, it is too early to know the results of their post-school outcomes.

There are some notable state examples of transition programs attempting to address deaf student’s preparation for adulthood. The tri-state area of Delaware, Pennsylvania, and Virginia (2014) created a Tri-State Transition Slide Guide, through a

grant awarded by OSERS (see Appendix E). The Slide Guide offers more increasingly independent activities beginning at age 10 and continuing to independent adult life tasks between the ages of 18 and 21. Another state example, responding to *The National Agenda* (2005), Iowa developed an expanded core curriculum for deaf students providing a disability specific curriculum to be used in transition (Iowa Department of Education, 2013).

Some secondary schools offered non-academic classes in vocational and career interests. Findings from Luft and Huff (2011) reported that among the schools used in their study, even though the schools offered classes such as, “introductory career courses, independent living skills courses, and vocational course work, the deaf emerging adults in academically focused or inclusion programs were typically not scheduled in these classes” (Luft & Huff, 2011, p. 575).

A Transition Competence Battery for Deaf Adolescents and Young Adults (TCB) (Bullis & Reiman, 1992) was developed with funding from the Office of Special Education Programs (OSEP). The items on the TCB were academic and skill based, but several of the items are now obsolete. For example, there are items about traditional banking and using a Teletypewriter (TTY), which have been replaced by new technologies (Davis & Leonard, 2007). In Luft and Huff (2011), they examined results from the 2002 - 2003 TCB and reported that deaf students were not achieving research-based competencies in transition skills. Person-Centered Planning was also used for formal transition assessment process with approaches involving the family, student, professionals, and friends as raters (Luckner, 2012).

Transition program components that expend valuable educational experiences on activities that do not recognize the specialized needs of deaf emerging adults fail to prepare them for independent adulthood and adult competencies. Bowe (2003) pointed out that in the 1950s and 1960s schools for the deaf actually offered much of what is suggested in the current research, including “extensive vocational training programs for secondary students, including on-the-job training” (Bowe, 2003, p.492). The Babbidge Report (1965) originally called for availability of vocational education courses as an option for students where desirable and practical, in addition to the option of postsecondary bachelor degree programs. The possibility exists that deaf emerging adults were better served in the past.

Future Directions for Transition Programs

The answer to solving educational difficulties as found by Marschark, Sarchet, Convertino, Borgna, Morrison, & Remelt, (2012) indicated, “deaf students’ academic challenges are not limited to print literacy, but likely entail issues of language comprehension and cognition that need to be addressed by teachers if we are to optimize academic outcomes” (p. 68). Deaf emerging adults who are truly academically prepared to attend college, the predictor of academic performance is proven to be preparation in terms of, “content knowledge, learning skills, and communication flexibility” (Convertino, Marschark, Sapere, Sarchet, & Zupan, 2009, p. 338).

The specialized needs of emerging adults who are deaf, such as embracing their varied and unique language, communication, and their English development needs, should be considered throughout their transition planning. Emerging adults who are deaf

and gain adult life skills through transition will be empowered to choose their path for life after high school.

Addressing a key educational need, the Organisation for Economic Co-operation and Development released their Survey of Adult Skills in 2013. The survey focus is on skills in literacy, numeracy, and problem solving as a response to understanding low-skilled adults. Making Skills Everyone's Business (MSEB), (United States Department of Education, 2015) survey results are projected to be released in 2016. While their focus and population is broader than this study's focus, results from MSEB may provide future solutions for deaf emerging adults.

Currently the Transition Planning Inventory Updated Version (TPI –UV) by Clark and Patton (2006) is commercially available as a formal assessment and transition planning tool for all students with disabilities. It includes forms to be completed by the student, family, and school raters requesting subjective ratings on the student's perceived competence. The TPI-UV has 46 transition planning statements addressing the following areas: employment, education training, daily living, leisure activities, community participation, health, self-determination, communication and relationships (Luckner, 2012). The TPI-UV includes an Administrative Resources Guide with an extensive list of over 600 sample goals to be used in development of IEP goals.

The adult life task items developed from the literature to be used in this study are similar to the type of items used on the TPI-UV (Clark & Patton, 2006). The TPI-UV assesses skills within categories that correspond to the adult role constructs used in this study. Research is supposed to produce reproducible results. Even when not replicated, similar findings help the field converge on the truth. The independent empirical research

conducted in Phase I of this study offers substantiation to the types of items included on the TPI-UV.

Beginning transition planning in the final years of secondary education without a focus on covering valuable adult life tasks, may not properly meet the needs of deaf emerging adults. As noted in Luft and Huff (2011), deaf emerging adults' academic and post-school transition planning is focused on achieving academic outcomes and rarely focuses on relevant career and adult life preparation. Understanding more clearly what adult life skills are necessary for deaf emerging adults could provide educators and transition planners with a clearer understanding of specialized transition needs, and the need for more appropriate transition programs for emerging adults who are deaf. Transition planner's espousal of philosophies in adult education informing transition activities, may result in more deaf adults transitioning to more independent adulthoods.

Szymanski (1994) recognized that empowering emerging adults, families, and communities throughout the transition process added to the autonomy of the emerging adults and to their self-determination. Empowering emerging adults with disabilities promotes better transition to adulthood (Morningstar, Frey, Noonan, Ng, Clavenna-Deane, Graves, Williams-Diehm, 2010; Szymanski, 1994).

Becoming an empowered learner was witnessed by Cuculick & Kelly (2003), they discovered that even though some deaf emerging adults in postsecondary programs lacked reading and language skills, their desire to graduate with a baccalaureate degree made up the difference. If one is motivated, there are endless possibilities as pointed out by Luft (2011), "even if an adolescent's current developmental and academic outcomes

are very low, activating resources and mechanisms can help to ameliorate and redirect negatively focused life trajectories” (p. 301).

Specifically adult education as a practice promotes empowerment of the learner. In this case, allowing deaf emerging adults to bring together all the individuals, resources, and associations concerned with their education for planning and working towards a common goal is adult education andragogy in action (Knowles, 1980). An adult education assumption about learners leads to trusting them to lead or self-direct their own transition planning. When students take the lead in designing their transition plan they learn academic skills in the context of “real life” experiences and more emphasis is placed on developing social skills for work and community living (Szymanski, 1994).

Students with disabilities leading their IEP meetings and transition planning was included as an activity of the self-determination curriculum. This was used to teach advocacy and empower students with disabilities. “If students with disabilities are to succeed and become self-sufficient as young adults, they need more than job or daily living skills. They need to become self-determined” (Field, Martin, Miller, Ward, & Wehmeyer, 1998, p. 9).

Shogren, Wehmeyer, Palmer, Rifenbark, and Little (2015) suggested that when deaf emerging adults experienced loss of school supports after high school, the exposure to self-determination interventions may have served as a buffer to limit reductions in employment and community access. The focus on self-determination is still occurring for many students with disabilities. Advocating for self and empowerment training is an important issue in the field of adult education as well. Transition planners, deaf emerging adults and practitioners in adult education have common ground with which to continue

to focus on this issue.

Luckner (2002) provided a model for transition in seven stages and recommended that the age to begin transition, age 14, is not appropriate and should actually start earlier. (p. 21) Transition should involve a team, including the student. Research concerning deaf student's well-being, Wolters, Knoors, Cillessen, Verhoeven, (2012) found important factors dealing with acceptance, popularity, and relationships with teachers for 6th and 7th grade deaf students. Implications of their study may be considered in transition programs that begin at age 14 years or before, as these students may have similar characteristics.

Luckner (2002) admitted that, "the work done during student's educational years has significant impact on the quality of life they will experience throughout their adult years" (p. 58). A recommendation from Berry, Price-Ellingstad, Halloran, & Finch, (2000), was to, "provide students with relatable role models in their careers of interest. This is because participants perceived support from others to be important for achieving developmental milestones such as entry into university, completing their degrees, maintaining employment, and developing occupational and life skills" (p. 86).

Szymanski (1994) proposed to "introduce life-span, life-space considerations for transition, with a focus on empowerment for individuals, families, and communities" (p. 402). Transition should be a time for empowerment of students, families and communities and must be approached as part of life-long career development, "with the goal of self-determination and autonomy" (p. 407). Professionals involved in transition, should assume the role of support and "affirm the rights of students and families to control the transition process" (p. 407).

These goals match the adult education philosophy of Humanistic Adult Education; “emphasized in this approach are freedom and autonomy, trust, active cooperation and participation, and self-directed learning” (Elias & Merriam, 2005, p. 13). According to Elias and Merriam (2005), the adult education philosophy of Humanistic Adult Education, places emphasis “not upon the works of the past and the values these possess, but upon the freedom and dignity of the individual that is highlighted in this tradition. Humanistic adult educators are concerned with the development of the whole person with a special emphasis upon the affective dimensions of the personality” (p. 111).

Ideas from Vocational Rehabilitation presented by, Berry et al. (2000) recommended, “Technical assistance and user-friendly media illustrating the application of work incentives should be provided to SSI participants early in the transition planning process” (p. 162). This is an effort to ensure deaf transition-age SSI participants receive adequate assistance to find, experience, and keep jobs. The importance of stressing Vocational Rehabilitation counselors attend the IEP transition meetings of deaf emerging adults is crucial.

Specifically, Bowe (2003) listed necessary skills for deaf emerging adults. He advocated for teaching: effective communication with hearing people, including communication technologies; how to make informed decisions; to advocate for self, “to become empowered”; understanding their rights in the work place, community, and in places of public service; manage living on a tight budget (p. 490).

Cuculick and Kelly (2003) made recommendations from their findings to assist academic advisers or counselors working with deaf emerging adults. They mentioned,

“establishing realistic degree goals and appropriate programs of study to achieve those goals” (p. 286). Deaf emerging adults need reality-based advising and someone knowledgeable about all the educational and career options that may be realistic for each individual.

There are successful deaf adults as seen in the experts from Phase I of this study. Another example were deaf participants in the study conducted by Luckner and Stewart (2003). As success is possible in all groups of people, the influence of parents have been especially noted for some successful deaf adults. Luckner and Stewart’s (2003) participants shared they received much support and encouragement from parents and family members. Research from Michael, Most, & Cinamon (2013) credited parents as the major influence behind their deaf emerging adults’ career development. In fact their study found that high levels of parental instrumental assistance were, “related to higher levels of adolescents’ career self-efficacy” (p.11). Regarding parental expectations throughout the transition process, Cawthon and Caemerer (2014) found parents held relatively high expectations for their deaf student’s academic or occupational potential; even higher than previous historical data suggested. Clearly parents and family play an important role in the lives of deaf emerging adults.

Philosophies in adult education may provide necessary concepts that could inform those planning transition to adulthood. Adult education philosophy guides adult educators to begin where the adult may benefit. Adult education philosophy is interested in involving the adult learner in practical, life-long learning. Perhaps entrance to an independent adult life may be influenced by shifting the transitional focus towards adult

life tasks necessary for transitioning to adulthood, rather than meeting childhood educational goals alone.

Adult education philosophies may prove to be appropriate guidance to transition planners who are developing deaf emerging adults' transition plans leading to independent adulthood. It is plausible that many emerging adults who have finished high school and are unable to assume adult roles may not have received appropriate transition services. Adult development does not have an end-point. There are many ways to build an adult life. Adult life theory tries to capture the many ways in which adults change across their lifespan. Adult life tasks are one way of capturing the marker demands in adult life that represent common, but not universal demands of adult life.

Havighurst (1948, 1953) established life tasks to be accomplished across the lifespan. Life tasks "are those things that constitute healthy and satisfactory growth in our society. They are the things a person must learn if he is to be judged and to judge himself to be a reasonably happy and successful person" (Havighurst, 1953, p. 2). The life tasks of childhood and adolescence certainly are pedagogical concerns of primary and secondary education and, naturally, life tasks build on the acquisition of earlier tasks.

Adults who develop a life-long motivation for learning, the foundation of adult education, will have the ability to explore many new ideas and concepts in their adult years. Motivation for life-long learning may not be provided in transition programs for deaf emerging adults because possibly childhood educators are focusing on the exit, not the entrance to adulthood. Emerging adults should be prepared with all the tools necessary to begin their adult life as independently and competently as possible. The

focus of adult life tasks, as guidance for educators responsible for developing transition plans, may provide goals leading to an independent adult.

The transition to adulthood includes issues of changing roles and statuses as part of the transition process. These changing roles involve such things as: educational and vocational achievement, financial independence, residential independence, independence from parental influence, and the establishment of romantic relationships (Hogan & Astone, 1986; Shulman & Ben-Artzi, 2003).

Attaining the status of an adult and the activities and behaviors of adulthood include expectations and requirements in order to independently manage in adulthood. These are the same regardless of ability or disability. Luckner and Stewart (2003) addressed the paucity of successful deaf adult research. Luckner (2002) stated, “adolescence is a naturally occurring time of transition. The individual’s primary life tasks during the adolescent years are to shape an identity, to gain independence, and to prepare for adulthood” (p. 7). Adult education is also interested in these life tasks as well as developing life-long learning skills, and the transition period between adolescence and adulthood is an appropriate time to promote interest in learning. Dewey (as cited in Elias & Merriam, 2005) called attention to adult education’s focus of life-long learning,

Education must be reconceived, not as merely a preparation for maturity (whence our absurd idea that it should stop after adolescence) but as a continuous growth of the mind and a continuous illumination of life. In a sense, the school can give us only the instrumentalities of mental growth; the rest depends upon an absorption and interpretation of experience. Real education comes after we leave school and there is no reason why it should stop before death (p. 61-62).

Career opportunities are changing, as well as the skills needed for new and developing jobs and ways of being independent. Valentine and Skelton (2007) uncovered

possibly new definitions of what marked adulthood by discussing this with deaf emerging adults. The idea of a traditional transition to adulthood, may not be self-sustainability, or living independently. Those who have been marginalized from the hearing world may have created other ways of thinking about their happiness. “For some d/Deaf people their experiences of the hearing world are either so negative and unrewarding, or so irrelevant in terms of their aspirations, that opting out of the hearing world is a positive choice” (Valentine & Skelton, 2007, p. 117). This decision could be considered equally as adult as working 40 hours each week. Most look at an emerging adult’s decision to live with family as a transition failure, but perhaps that decision was the best for the family. Evolving expectations and ways of being adult could be viewed as somewhat fluid, therefore providing deaf emerging adults with a strong sense of identity and guiding them to know that deafness is a uniqueness (Thompson & Easterbrooks, 2006).

The adult education perspective of starting where the learner is assumes we are all learning in the process. Beginning to view other accomplishments in literacy is a starting place. Many deaf emerging adults share ideas and learn through various social media and have no issues with understanding or being understood (Maiorana-Basas & Pagliaro, 2014). An idea for all to consider, “Contemporary perspectives of literacy allow for a more holistic understanding of literacy practices as ways of making meaning across multiple modalities, whether it is linguistic, digital, visual, aural, gestural, or spatial. These literacy practices are increasingly used in the current global, multilingual, and technological society and are a key aspect of adult life experiences for all individuals, deaf or not” (Garberoglio, Cawthon, & Bond, 2014, p. 2).

Clark (2006) called attention to, “Audiological considerations and issues of language politics that deaf and hard-of-hearing adult learners face within the educational context demand a more in-depth analysis” (p. 317). Specific research with deaf emerging adults and examining adult tasks, in the context of transitioning to adulthood, offers additional perspectives and analysis.

In the *Handbook of Adult and Continuing Education*, Tennet (2000) wrote, “Theorizations about the self and its capacity for change are clearly critical to the way we conceive of therapeutic and educational interventions” (p. 91). Empowering the learner is central to adult education andragogy, leading to transformations and change (Kasworm & Londoner, 2000. Knowles, 1980). The application of these concepts to transition services for deaf emerging adults would essentially provide transition using an adult education model, thus equipping the transitioning emerging adults with adult foundations.

Chapter Summary

Similar issues and concerns from 1965, 1988, and 2005 continue to be issues and concerns with transition to adult life in 2015. What seems to be missing in transition is a focus on adult life tasks and skills that would benefit the emerging adult who does not plan on attending postsecondary education, while still benefitting those emerging adults that do attempt postsecondary training, and those that are truly academically prepared for postsecondary educational options.

Researchers have been reporting data about transition for over 30 years, but still, “few schools ‘do’ transition successfully” (Bowe, 2003, p. 489). Several authors suggest deaf individuals are not receiving adequate services in their transition programs to prepare them for the challenges of adulthood (Arumburo, 2003; Bowe, 2003; Luckner,

2002; Luft & Huff, 2011; Shaver, et al., 2011). Several reauthorizations of the Individuals with Disabilities Education Act (1990, 1997, 2004) called for greater focus on transition, and the professionals who collectively wrote *The National Agenda* (2005) attempted to remedy problems in transition services.

Authors have composed best practices and research-based suggestions to improve transition programs for deaf emerging adults (Bowe, 2003; Cawthon & Caemerer, 2014; Convertino et al., 2009; Field et al., 1998; Luckner, 2002; Michael, Most, & Cinamon, 2013; Morningstar et al., 2010; Szymanski, 1994), and others have created materials for students and teachers (Berry et al., 2000; Clark & Patton, 2006; Pepnet, 2014), some states are generating ideas and planning transition conferences. Although some attempts have been made, not enough information is available to know if transition plans for deaf emerging adults are preparing them for their adult life, and no empirical evidence points to improved conditions.

The time frame associated with transitioning to adulthood cannot be measured by a chronological age or simply because a student left high school. The transitioned adult must have all the tools necessary to begin his or her adult life as independently as possible. Different preparatory techniques and attention in academic settings may need to be adopted. The literature points to the specialized needs of deaf students. The specialized needs referred to are characterized by; varied and unique language, communication, English development needs, and intentional teaching of deaf students (Brackenbury, Ryan, & Messenheimer, 2006; Gilman, Easterbrooks, & Frey, 2004; Hauser et al., 2010; Luft, 2014; Marschark et al., 2012; Mathews, 2015; Sarchet et al., 2014; Trussell & Easterbrooks, 2014). These specialized needs require specialized

activities in transition programs and services in order to ensure they are appropriate for deaf emerging adults.

Living in today's economy and more technologically advanced society requires more skills than people from 50 – 60 years ago needed. Bowe (2003) did offer the idea of a return to skills that were important half a century ago, which could be interpreted as a return to training and education that prepared people for an actual career. This may mean a renewed focus on vocational education, apprenticeships, and certifications based on skills and artistry rather than academic testing and college degrees (Bowe, 2003; Fairweather & Shaver, 1991).

An adult's ability to contribute to society and the acquiring of tools necessary to participate in life-long learning activities could provide new viability for deaf individuals that are not fully transitioning to adulthood. Supplying necessary adult developmental tasks and skills during transition would improve preparation of the emerging adult who is deaf and entering adulthood and its challenges.

CHAPTER III

METHODOLOGY

The purpose of this study was to better understand the content and importance of adult life task training in secondary transition programs. In order to accomplish this broad purpose, this chapter describes the methodological details intended to answer the following three research questions:

1. What adult life tasks do deaf experts who are educators rate as important to be covered in secondary transition planning?
2. To what extent do deaf emerging adults report that important adult life tasks were covered in their transition programs?
3. To what extent are adult life tasks that were highly rated by experts actually occurring in the transition programs of deaf emerging adults?

This chapter begins with the conceptual framework and is followed by the details of Phase I and Phase II of this study. Similar sections for both phases are organized into five sections: the study populations, instrumentation, data collection and preparation, data analysis, and description of the respondents. The chapter ends with a discussion of the limitations of the study. Phase II of this study depended on outcomes from Phase I, so Phase II was sequential in nature.

Conceptual Framework

In order to approach this study, the first question to answer was, “transition to what?” The federal legislation gave a broad mandate to transition to adult life. The task

became how to break adulthood into measurable units. There was a variety of different ways to accomplish this. I could discuss the skills of adulthood or the behaviors of adults, or even lifestyle characteristics of adults. One useful way of thinking about adulthood was looking at the roles and tasks that adults have to accomplish. Havighurst (1948, 1953, 1972) pioneered adult development and espoused the best stage for learning is in early adulthood, which coincides with this study's selected population.

A conceptual framework was crafted based on inputs from the adult education literature. The literature pointed to adult roles as the foundational concepts. Some traditional adult functions and roles came to mind. Examples of traditional adult functions and roles referred to maintaining jobs and relational activities (Havighurst, 1972), and marriage and childrearing (Lowe et al., 2013). The broad adult roles typically mentioned were: family member, worker, citizen, and learner.

One of the founding fathers of adult education, Knowles (1980) referred to six adult role categories as "life tasks of American adults." These became the adult roles used as measures of adulthood or constructs for this study. Although the table below contains seven constructs, six of them were drawn from Knowles (1980) and one from the author named *Establishing Independence*. For deaf emerging adults who are transitioning to adulthood, the role of being independent from parents and able to manage their own needs for access and advocacy should be considered. The adult roles and manifestations to be used in this study are shown in Table 3.1. Although ideal as constructs, determining adult roles required more discrete measures. Measuring adult roles may be accomplished by examining finite adult life tasks.

Table 3.1

Emerging Adult Roles as Constructs

Adult Role Constructs	Manifested in young adults Knowles, (1980)
1. Establish Independence (Author's construct)	Independence from parents, relies on self, able to manage own needs for access and advocates for self.
2. Vocation and Career	Exploring career options, getting a job, learning job skills, getting along at work, getting ahead at work, changing jobs.
3. Home and Family Living	Selecting a mate, preparing for marriage, family planning, understanding children, preparing children for school, managing a home, managing money, repairing home.
4. Personal Development	Continuing general education, improving problem-solving skills, making better decisions, understanding self, clarifying your values, establishing intimate relations, learning to be self-directing.
5. Enjoyment of Leisure Time	Choosing hobbies, finding new friends, joining organizations, planning your time, planning family recreation, leading recreational activities.
6. Health	Keeping fit, finding and using health services, preventing accidents, using first aid, understanding how the human body functions, developing a healthy lifestyle.
7. Community Living	Relating to school and teachers, learning about community resources, learning how to exert influence, preparing to vote, developing leadership skills, taking action in the community.

Adult development theory assumes that adults move throughout their lives progressing towards new goals that are potentially better and more mature in relation to

their age (Bee, 1996). In American culture, it is typical for someone during adolescent years to transition from childhood into adulthood. This transition occurs as the person learns requisite skills and ideas necessary for them to function in adulthood. Adult life tasks apply to different constructs of adult roles. Havighurst's (1948) foundational work referred to these functions as life tasks.

A life task is a task, which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks (Havighurst, 1948).

More recently, Uhlenhorff (2004) wrote, "A successful socialisation depends on whether one can successfully cope with the general life-tasks" (p. 56). Specific adult tasks that many experts believe all adults should be able to do once an adult were selected for this study. The society or culture in which adults live and work determines the expected adult tasks. Thus, adult life tasks are activities, ways of thinking, or behaving that lead to adulthood. They are the life skills one must be taught or obtain to be prepared to deal with the many challenges of adulthood. Ultimately this study embraced the notion of adult life tasks, because the goal of transition plans or programs is facilitating a youth's transition to adulthood. In the section covering instrumentation, the rigorous process that led us to begin with a framework of seven constructs and complementary adult life tasks for measurement will be explained.

For this study there were two separate groups reviewing the same tasks. However, they were looking at them through different lenses. In Phase I the experts were asked to evaluate the tasks, so that their relative importance could be discovered as well as, to learn other ideas they may share. In Phase II the same framework was used to discover to what extent deaf emerging adults experienced the adult life tasks in transition.

Figure 3.1 represents the multiple perspectives that guided this study and provide answers to the three research questions, research question 1 (RQ1), research question 2 (RQ2), and research question 3 (RQ3). Essentially, two different studies examined parallel adult life tasks in sequence.

For this study it was relevant to hear from deaf professional educators who shared their experience of being a person who is deaf. The expertise and knowledge of deaf professional educators provided unique insight into which tasks or experiences were important for participating in adulthood.

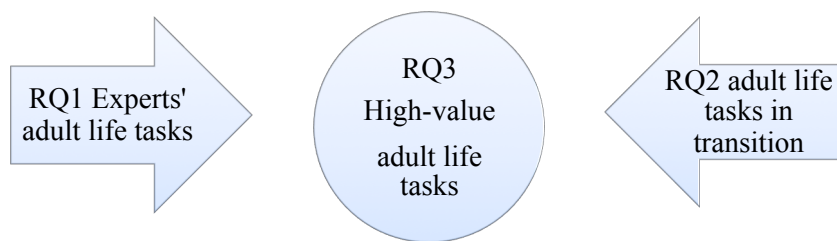


Figure 3.1 Multiple Perspectives of this Study

Phase I: Expert Rating of Task Importance

Study Population: Phase I

Phase I of this study was to answer research question one by discovering what adult life tasks are important or necessary for transition to adulthood. The method for selecting the experts for this study was purposeful. Experts were those who met the following criteria: (a) adults who are deaf themselves, and (b) have attained the level of education or certification to teach deaf students. The experts have demonstrated they are functioning as an adult. They had the capability to successfully complete secondary and

postsecondary education, complete educator certification requirements or obtain employment in a position of educational leadership. The expertise and personal life experiences of this population provided unique insight into this topic. The opportunity to learn from their collective voice was very meaningful to the author and a valuable part of this study.

Instrumentation Development: Phase I

I determined that no existing questionnaire could be used to measure the extent of adult life tasks that are most important for deaf emerging adults who are transitioning to adulthood. A researcher-designed instrument (see Appendix A) was developed for the purpose of measuring the experts' voice about adult life tasks proven important for adulthood, based on their personally lived experiences. The instrument was an online, self-completion survey. The development of the instrument followed an eight-stage process including (a) concept clarification, (b) building an item pool, (c) clarify and refine item pool, (d) selection of response scale, (f) expert panel review of survey instrument. The steps are shown in Table 3.2

Concept Clarification

The first stage of developing a measure of adulthood was clarifying the concept of adult roles and adult life tasks. Knowles (1980) provided a thorough organization of the roles emerging adults fulfill in American society. The seven emerging adult roles used as constructs for instrument development for this study were listed in Table 3.1. In order to accomplish this study, common adult life tasks were identified, particularly those necessary for early adult stages and conceivably transferrable within secondary education transition programs. To conceptualize what adult life tasks to measure, I turned to the

Table 3.2

Phase I Survey Instrument Development Process

Developing a Measure of Adult Life Tasks

Concept Clarification

Building the Item Pool

Refine Items to Measure Adulthood

Construction of Response Scale

Finalizing the Survey Instrument

Expert Panel Review of Items

Construction in Qualtrics Survey Software

literature on adulthood and life tasks of adults.

The three seminal sources used for the adult life tasks were Erikson, 1982; Havighurst 1948, 1953, 1972; and Loevinger 1976, 1998. These scientists provided the basis of some of the original ideas in adult life tasks. Added to these were life tasks stemming from a variety of literature from various fields and some from more current work, to ensure there was a comprehensive list of traditional and modern tasks. Included were Arnett, 2000; Blos, 1979; Chickering & Reisser, 1993; Gould, 1978; Hauser & Greene, 1991; Hogan & Astone, 1986; Knowles, 1980; Levinson, 1978; Lieblich, 1986; Piaget, 1990; Shulman & Ben-Artzi, 2003. These authors provided adult life tasks appropriate for the emerging adult life stage. A composite task list was developed that included the works of these authors, including tasks the author viewed as necessary.

Building the Item Pool

The literature was consulted to determine the tasks relative to the adult role constructs provided by Knowles (1980). The list of the adult life tasks were first grouped by each author. The adult life tasks from the literature created an item pool of 102 individual adult life tasks. This comprehensive list of 102 life tasks did not include some of the specific tasks important for deaf emerging adults. An additional twelve adult life tasks considered important to the author were added to the Item Pool Worksheet (see Appendix F). The additions were due to professional experience working with the deaf emerging adult population for many years. The Item Pool Worksheet totaled 114 adult life tasks.

In order to organize the full item pool for comparison, an analytical table of adult life tasks from the literature and author were related to the adult role constructs that they fulfilled. The adult role constructs were coded with numbers one through seven. The main objective was to group everything together under a particular adult role to be able to look for overlaps.

Refining of Item Pool

Refining the item pool was the third stage of developing the measure for adult life tasks. Working with my major professor, we refined the construct definitions and realigned some of the adult life tasks with the adult role constructs. We refined the item pool by determining similar adult life tasks and eliminating redundancies. Item redundancy was eliminated by considering similar type questions and eliminating the items that were complex. For example, two items that were very similar were:

1. Helping emerging adults to become more independent from their parents.

2. Helping emerging adults desire to become independent from parents and separate from parents.

Item number 2 was eliminated and item number 1 was retained because it was a direct statement regarding independence from parents.

We then clarified and determined the best grammatical format in which each life task should appear under each construct. The grammar in each task was standardized by adding who the adult life task was intended to benefit, namely the emerging adult, and adding generic action verbs. For example; *Independence from parental influence* was standardized to read, *Helping emerging adults become more independent from their parents*.

After each item was standardized and categorized according to the construct, this document became the Item Pool Worksheet Standardized with Constructs (see Appendix G). The items resulted in a total of 75 adult tasks to measure the seven adult role constructs. Charts for each of the seven constructs with adult life task items were prepared and renumbered under each construct. The item's original number from the Item Pool Worksheet was retained at the end of each item to allow for tracing of the task back to the original author list.

Construction of Response Scale

For the expert participants' responses, an ordered scale was used (DeVellis, 2012). The response options should accurately capture the essence of the construct being measured. The experts were asked to indicate whether or to what extent they thought each adult life task in the survey was necessary for a deaf emerging adult. The response options were; not important, somewhat important, important, very important, or essential.

The choices were a forced choice approach. A neutral answer was not an option because the experts' opinions of whether or not the task was necessary or to what extent was required.

Expert Panel Review of Items

After reviewing the items and response options with my major professor, we decided more input was necessary. To ensure appropriateness for deaf experts, to determine if the grammar was understandable, and to ensure clarity of the items, the seven constructs with the 75 items underwent review by three separate groups of reviewers: members of the deaf community (deaf community leader, deaf director of an adult living and learning center, and a teacher of the deaf); an instrument development panel; and my doctoral committee. The item pool development and refinement of number of items is summarized in Table 3.3.

In advance I had discussed the possibility of seeking input from selected contacts I had within the deaf community. They were all willing to provide feedback. Through email I sent the construct documents to them and received their feedback. One of the contacts preferred to discuss in person. These reviews resulted in wording changes on some items mostly for clarity.

The instrument development panel consisted of other doctoral candidates at the University of Georgia. This panel met with me on a conference call. They were emailed the agenda for our meeting, the construct documents, and a description of the study in advance of the meeting. As a group, we went through each item one by one and discussed several aspects of each item. The instrument panel discussion resulted in the removal of eight items and rewording some of the items.

Table 3.3

Survey Item Pool Development and Refinement Process

Description	Number of Items
Item pool development by Researcher	
Literature review	+102
Researcher added	+12
Sub total of potential items in pool	114
Item pool organizing and sorting	No change
Elimination of redundancy with major professor	-39
Subtotal of potential items in pool	75
Review of constructs categorized with items	
Members of deaf community	Wording changes only
Instrument development panel	-8 and wording changes
Review by doctoral committee	Wording changes only
Total of final items in Expert Survey	67

My doctoral committee was provided with the opportunity to review the construct documents and provide feedback. I emailed a letter to my doctoral committee describing the construct and item development and included the items. Their responses resulted in items receiving some wording changes. After several levels of review by professionals with diverse perspectives and expertise, I finalized the items to be used in Phase I. This ultimately resulted in 67 adult life tasks listed by constructs in Table 3.4. My doctoral committee had a second opportunity to view the final items before data collection began.

Table 3.4

Survey Items Measuring Adult Life Tasks in Constructs

Construct	Item Language
Establishing Independence	<p>Helping emerging adults to become more independent from their parents.</p> <p>Preparing emerging adults for residential independence.</p> <p>Preparing emerging adults to be financially independent from parents.</p> <p>Guiding emerging adults to understand the balance of independence and dependence.</p> <p>Guiding emerging adults to value self-reliance.</p> <p>Guiding emerging adults to develop personal values.</p> <p>Guiding emerging adults to recognize that one should not receive benefits from society without contributing to it.</p> <p>Preparing emerging adults to meet adult independent needs.</p> <p>Exploring with emerging adults the typical milestones at certain ages.</p>
Vocation & Career	<p>Helping emerging adults learn to be tolerant of a wide range of persons in the workplace.</p> <p>Helping emerging adults to select an occupation.</p> <p>Helping emerging adults to prepare for their job or career.</p> <p>Preparing emerging adults to become employed full-time.</p> <p>Helping emerging adults understand the need for long-term career development.</p> <p>Helping emerging adults understand the need to strive toward educational goals.</p> <p>Preparing emerging adults to advocate for their disability needs in the workplace.</p> <p>Preparing emerging adults to request appropriate assistance in the workplace.</p> <p>Preparing emerging adults to coordinate different approaches to a task in the workplace.</p> <p>Preparing emerging adults to uphold their obligations in the workplace.</p> <p>Preparing emerging adults to achieve what they set out to do in the workplace.</p>
Home & Family Living	<p>Preparing emerging adults to understand their own gender identification.</p> <p>Helping emerging adults learn the importance of personal commitment to another as spouse or partner.</p>

Table 3.4 continued

Survey Items Measuring Adult Life Tasks in Constructs	
Construct	Item Language
Personal Development	Preparing emerging adults to have meaningful lasting romantic relations.
	Helping emerging adults to make good decisions about when and if to have children.
	Preparing emerging adults for parenthood.
	Preparing emerging adults for budgeting family expenses.
	Helping emerging adults to understand consequences of their actions do affect their family.
	Preparing emerging adults for home-life responsibilities.
	Helping emerging adults develop a positive outlook on life.
	Helping emerging adults develop a healthy self--image.
	Helping emerging adults respond to peer pressure.
	Helping emerging adults respect the rights of others.
	Helping emerging adults to recognize other's opinions.
	Preparing emerging adults to become self-- sufficient.
	Helping emerging adults to understand their own values.
	Preparing emerging adults to attempt to live according to their own values.
	Helping emerging adults to think in degree, not just right and wrong.
Enjoyment of Leisure Time	Instilling in emerging adults the fulfillment of living, growing and building.
	Helping emerging adults learn effective self-control.
	Helping emerging adults learn effective ways of expressing self.
	Helping emerging adults to appreciate leisure pursuits.
	Helping emerging adults understand the need for balance in their life.
	Helping emerging adults understand how leisure is an important part of adult life.
	Preparing emerging adults with tools to make good decisions concerning leisure.
	Preparing emerging adults to spend leisure time constructively.

Table 3.4 continued

Survey Items Measuring Adult Life Tasks in Constructs	
Construct	Item Language
Health	Helping emerging adults understand effective use of leisure time contributes to happier families.
	Helping emerging adults to develop a personal interest.
	Helping emerging adults to value leisure hobbies and activities.
	Helping emerging adults to value their physical body.
	Helping emerging adults learn to stay healthy.
	Helping emerging adults to value good nutrition.
	Helping emerging adults learn the consequences of alcohol use.
	Helping emerging adults learn the consequences of illegal drug use.
	Helping emerging adults to learn about safe-sex.
	Helping emerging adults to decide to obey rules of safety.
Community Living	Preparing emerging adults to establish a responsible schedule of waking and sleeping.
	Preparing emerging adults to manage own health appointments.
	Helping emerging adults to understand consequences of their actions affect others in their communities.
	Helping emerging adults learn to effectively communicate with a wide range of people.
	Preparing emerging adults to be respectful in dealing with people who are different from them.
	Helping emerging adults to value differences in individuals.
	Guiding emerging adults to honor their commitments to other people.
	Helping emerging adults to develop a healthy concern for others.
	Helping emerging adults learn to value others as they are.
	Guiding emerging adults to develop a sense of generosity.
	Preparing emerging adults to become socially responsible.
	Preparing emerging adults to develop an interest in civic issues.

Construction of Instrument

The online survey was constructed using the University of Georgia's Qualtrics software subscription. Qualtrics offered a University of Georgia branded presentation, which added credibility as a university approved survey. The survey included the informed consent form followed by the survey items in constructs with an introductory statement for each section, and demographic information questions. After reading the informed consent form, participants were directed to click the advance arrow to move to the survey if they agreed to participate. There were seven sections of items with response scales. The demographic section was the eighth section and included questions addressing: age; gender; race/ethnicity; deaf or hard of hearing; highest level of education; number of years as an educator; type of institution currently working in; and job title.

Invitations to participate were developed to invite the deaf experts to complete the survey. This included the invitation to participate (see Appendix H), the first reminder message (see Appendix I), and the second reminder message (see Appendix J).

Data Collection: Phase I Expert Survey

Following protocol, the Institutional Review Board (IRB), Human Subjects Office at the University of Georgia approved the Expert Survey and data collection process (see Appendix K). The data collection process was designed using Dillman, Smyth, & Christian's, (2014) Tailored Design Method. Survey errors were reduced by the social-exchange theory, which creates trust while reducing the perception of cost for the participants. In conducting the expert survey, I made a conscious effort to send surveys to people who had certain characteristics and who were geographically diverse.

Referrals of potential qualified experts were shared through the researcher's relationship with committee member Dr. Susan Easterbrooks, Regents' Professor Deaf Education Program Coordinator. This connection provided the perception of trust between the researcher and the potential experts. The referred experts' perception of rewards was fulfilled by the personal satisfaction of adding their contribution and voice to the field of deaf education and the future executive summary of the research results. The Tailored Design Method allows for customizing the data collection based on the nature of the potential participants being surveyed and variations within that population.

Through referral and the researcher's network, I chose a small, but a highly qualified group of people to offer the survey to. Nine deaf experts were identified. Through the scrutiny of these experts, the tasks they believed to be important based on their lived experiences were collected.

Description of Respondents: Phase I

The respondents who met the criteria of expert are described in Table 3.5. The experts who responded were characterized by the following descriptions: (a) 100% of the expert respondents were deaf; (b) the average age of the group of experts was 45.5 years old; (c) gender of the experts was nearly even, 55.6% were males and 44.4% were females; (d) the experts reported their race as 88.9% were white/Caucasian and 11.1% were Asian; (e) this group of experts was highly educated, 22.2% had bachelor degrees, 66.7% had master's degrees, and 11.1% had an earned doctorate; (f) the experts' years of working in an educational environment was particularly relevant, 33.3% were between 4 and 10 years, 33.3% were between 11 and 20 years, and 33.3% were between 21 and 50 years. The experts were all employed in an educational environment at the time of the

survey. The various educational settings were 22.2% in a college or university, 11.1% were in a public school, 22.2% were in a post high school training environment, and 44.4% reported working in a school for the deaf.

Table 3.5

Description of Expert Respondents in Phase I

Expert	Age	Deaf	Degree earned	Years in education	Current title	Institution type
Ms. A	53	yes	Bachelor's	9	Paraprofessional	Day School for the Deaf
Ms. B	40	yes	Bachelor's	7	Paraprofessional	School for the Deaf
Ms. C	29	yes	Master's	4	Teacher of the Deaf (HS- Math)	School for the Deaf
Mr. D	44	yes	Master's	20	Deaf Teacher	Public School (K-12)
Mr. E	54	yes	Master's	25	Director	Post High School Training Facility
Mr. F	48	yes	Master's	24	Elem/Middle Athletic Director	School for the Deaf
Mr. G	36	yes	Master's	11	Coordinator	School for the Deaf
Ms. H	39	yes	Master's	15	Adjunct Instructor/ Tutor Specialist	College or University
Dr. I	66	yes	Doctorate	42	Professor/Program Chairperson	College or University

Data Analysis: Phase I Expert Survey

The data collected for this study was analyzed using version 22 of the IBM SPSS Statistics software package. The researcher and major professor calculated the mean,

median, frequencies and mean percent of the responses to each task item. As a result of this analysis, we identified the top ranked adult life tasks, or which items were considered important as rated by the experts. The important adult life tasks will appear in chapter IV, in addition to the merit of the expert ratings, we also used this ranking as the basis for determining which items will be used on the Phase II survey. Additional SPSS analysis provided the frequency and percent frequencies of the importance level for each item. A mean-importance rating for each item was calculated, as well as the mean item mean for each construct. Table 3.6 displays the rank order list of the seven adult role constructs.

Table 3.6

Expert Survey Rank Order List of Adult Role Constructs (Items= 67)

Rank	Construct	Number of Items	M (SD)	Mean Item Mean
1	Vocation and Career	11	46.67 (7.39)	4.24
2	Personal Development	12	49.33 (8.17)	4.11
3	Establishing Independence	9	36.78 (7.17)	4.09
4	Community Living	10	40.11 (7.25)	4.01
5	Home and Family Living	8	32.00 (4.77)	4.00
6	Health	9	35.33 (6.58)	3.93
7	Enjoyment of Leisure	8	29.22 (5.12)	3.65

The criteria established to determine the important adult life tasks were the items were required to have a mean and median of 4.00. Other items were rated by the experts as

very important or important, but only the adult life tasks rated 4.00 were selected to be used in Phase II of this study and appear on the Emerging Adult Survey.

Following is a summary of items that were retained and explanation regarding changes to the items:

- In the construct *Establishing Independence*, 6 out of 9 items met the numerical criteria and were advanced to Phase II.
- In the construct *Vocation and Career*, 9 out of 11 items met the numerical criteria, but we decided to deselect the bottom 3 items due to repetition. So 6 items remained and advanced to Phase II.
- In the construct *Home and Family Living*, 5 out of 8 items met the numerical criteria and were advanced to Phase II.
- In the construct *Personal Development*, 10 out of 12 items met the numerical criteria, but we decided the tenth item was worded poorly and may be confusing, so it was eliminated. We decided to reword another item that was within the numerical criteria. We changed number 33, “Helping emerging adults to recognize other’s opinions” to “Helping emerging adults to respect other’s opinions” to provide a more commonly accepted word usage that may be better understood. For this construct 9 items were advanced to Phase II.
- In the construct *Enjoyment of Leisure Time*, only 1 out of 8 items met the numerical criteria. The experts gave lower rating to this category overall. We eliminated this entire category and did not advance any of the items to Phase II.
- In the construct *Health*, 5 out of 9 items met the numerical criteria and were advanced to Phase II.

- In the construct Community Living, 7 out of 10 items met the numerical criteria.

The lowest rated item raised some concern. We were uncertain if the wording was unclear and did not portray the true intention. Item #67 read, “Preparing emerging adults to develop an interest in civic issues.” We decided the question was too important to eliminate, so we reworded it to read how we originally intended and moved it into 7th place. The item became, “Preparing emerging adults to develop an interest in political involvement.” The former 7th item was eliminated since it was only slightly within the numerical criteria and now seemed to be a weaker item than the previous 7 items that were advanced to Phase II.

The frequencies and percent frequencies of the expert responses are included in the results from Phase I in Appendix L. The items that were advanced to Phase II are toward the top of each construct list. The items with shaded gray rows did not advance to Phase II.

In the comment section of the survey only one person added a comment suggesting an item that wasn’t included and related to illness and dying. Although learning about illness and dying is a lifelong endeavor, we did not think it was particularly an emerging adult issue.

The results from the experts contained items that *should* be included in transition programs. Generalizing beyond the pool of experts that were selected should be done with extreme caution, but these experts did represent diverse views and experiences.

Phase II: Emerging Adults Coverage of Adult Life Tasks

Study Population: Phase II

The goal of Phase II was to answer research question two and three by investigating to what extent do deaf emerging adults who have recently been through transition programs, report coverage of adult life tasks in their transition programs? Phase II of this study involved distributing a survey to deaf emerging adults who had recently left secondary school; either by graduating, completing, or leaving. The emerging adult population selected for this study was the generation of adults who completed all years of education under the Individuals with Disabilities Education Act (IDEA) 1990, which included the mandate for transition services to prepare students for their adult life. Deaf adults aged 18 years of age or older who were born between 1985 and 1997 were the population of interest for Phase II.

This generation of young adults communicates more readily through social media, rather than postal or telephone communication (Brown, 2013). As discussed in Sessa (2015), the “technology and social-media-dependent Millennial generation is on track to be the most educated in US history” (p. 3). They are the most connected generation, including the deaf community. There are deaf social media blogs and vlogs using American Sign Language on YouTube and other social media sites. In a study by Bodemann (2012), data showed, “hearing-impaired individuals often use social media as a significant means of information, expression, and idea transfer” (Bodemann, 2012, p. 15). The deaf population is connected, so the obvious survey distribution tool to reach this population was social media (Bodemann, 2012; Maiorana-Basas & Pagliaro, 2014; Sessa, 2015).

The age group of 18 – 30-year old segment is often difficult to get to respond to surveys (Dillman, Smyth, & Christian, 2014), but through the use of social media, I attempted to address this situation. A consideration for using social media with deaf respondents is that communication by survey response provided electronically, renders speech and sign language skills unnecessary.

Numerous authors had raised concerns about sample size with this population. Zand & Pierce (2013) distributed surveys online to deaf listservs for a period of 6 months gaining 44 usable responses. Another survey was posted to various deaf groups across the nation, but only ten respondents aged 21-29 returned useable data (Bodemann, 2012). Majorana-Basas and Pagliaro, (2014), reported a significantly low number of respondents from the deaf 25 and younger age group. On a nationwide survey consisting of 20 questions, the age range of 18-25 year olds only made up 2.9% of the sample total of 278, which equaled eight individuals.

The “social exchange perspective... suggests that respondent behavior is motivated by the return that behavior is expected to bring, and in fact, usually does bring, from others” (Dillman, Smyth, & Christian, 2014, p. 17). I hoped this study attempt would result in an acceptable response rate because my motivation was to provide an outlet for respondents’ voices to be heard, which requires a level of trust to be obtained from the participants. To create the perception of trust, the promise was made to the participants that their responses will aid in learning more about transition programs.

Instrumentation Development: Phase II

The empirical data from Phase I was used in Phase II of this study. The survey instrument used in Phase II is a direct outcome of Phase I. The adult life tasks that were

rated most important by the experts were used to develop the Emerging Adult Survey (see Appendix B).

The same framework was employed, the adult role constructs from Knowles (1980), with the exception of one. Six of the seven initial constructs were used in instrument development in Phase II. Ultimately the Emerging Adult Survey consisted of 38 adult life tasks measuring the following six constructs:

Establish Independence

Vocation and Career

Home and Family Living

Personal Development

Health

Community Living

The survey for the emerging adults appeared similar to the Expert Survey with the following exceptions, (a) the instructions addressed the emerging adult, (b) the emerging adult participants' response scale offered three options, and (c) the emerging adult demographic questions differed.

Language and word usage differences from the Expert Survey to the Emerging Adult Survey were considered. While some of the survey questions may require inference and other developed reading skills and vocabulary, once finalized the wording of the questions raised no concerns from the first group of respondents, the deaf reviewers or experts who were deaf themselves. A final review of the Emerging Adult Survey led to revision of one question. The question that stated, "Helping emerging adults learn to be

tolerant of a wide range of persons in the workplace,” was changed to, “Helping emerging adults learn to work with different types of people in the workplace.”

Construction of Response Scale: Phase II

In discussion with my major professor, we agreed on the three-point Likert scale. An evaluation response scale limited to only three choices accurately captured the response possibilities. As discussed by DeVellis (2012), even three responses presented as varying degrees of agreement are sufficient, when the responses accurately capture the essence of the construct being measured. The response scale for the Emerging Adult Survey was: not at all; a little; a lot. These three options created a more visually appealing and readable survey with the goal of encouraging participants to complete it.

Upon entering the online survey site, participants were directed to read the informed consent on the initial page and if they chose to participate, they were instructed to click the advance arrow and proceed to the survey. Some of the language included in the informed consent was prescribed by my institution’s review board. An exception was requested explaining that plain language was necessary with this population, but the language remained as prescribed by the Human Subjects Office at the University of Georgia.

Data Collection: Phase II Emerging Adult Survey

Again meeting protocol the Institutional Review Board (IRB), Human Subjects Office at the University of Georgia approved my second research proposal, the Emerging Adult Survey (see Appendix M). The three participation messages to be sent to the participants were also approved. This included the invitation to participate (see Appendix

N), the first reminder message (see Appendix O), and the second reminder message (see Appendix P).

The Emerging Adult Survey was delivered through social media and other electronic means by multiple contact attempts. The emerging adult participants were asked to respond with their retrospective view if adult developmental tasks were covered in their transition program. My intention was to obtain the largest sample possible hopefully numbering over one hundred, which would have been large enough to allow cautious inference to larger populations. Unfortunately, this population did not respond as was hoped. Following is the description of the variety of attempts made to obtain the data.

After many views on my blog, which was created as a means to inform people about this study and link them to the survey site, I was encouraged that survey distribution through social media would be successful. In order to utilize the Twitter social media site, which each post is limited to 140 characters, I created a blog on Blogger named Deaf Adult Survey, located at the URL: <http://deafadultsurvey.blogspot.com> (see Appendix Q). By establishing a blog site with the full invitation to participate and subsequent invitations, I was able to send limited character messages on Twitter particularly, or other social media sites and refer the followers to my blog for more information.

Blogger is a free social media publishing tool from Google. The first blog post included the approved invitation to participate message, along with the Qualtrics survey link and a statement that read, "Please share this survey with your friends through Facebook, Twitter, Email or other places you like. Links are provided." The symbols for

Facebook, Twitter, email, Google plus, and LinkedIn were added through the free social sharing widget called ShareThis to facilitate efficient sharing of the Deaf Adult Survey blog with others. To share my blog message and survey one could select the option of their desired social media link, (Figure 3.2) activating the widget to share the content.



Figure 3.2 Social Media Symbol Links

The blog link with invitation to participate and survey link was added to my personal Facebook and LinkedIn profiles. This same message was emailed to the original experts and other members of my professional network. Additionally, I sent a request to post to the private listserv E-Peachy. E-Peachy is a listserv in Georgia for people interested in the deaf community. From this limited initial distribution, within 2 days, page views of my blog reached 128 and resulted in 12 participants who completed the Emerging Adult Survey.

I reached out to members of my professional network who have a large social media presence in the area of disability related issues. My blog address and short message was tweeted to over 5,000 Twitter users with the hashtags #Deaf, #Deaf Adult Survey, and other deaf related tags that were followed by individuals interested in deaf community issues. Also, my blog address and invitation to participate was posted to the

DSSHE-L listserv subscribed to by providers of disability services in colleges and universities.

I posted the invitation to participate to the National Postsecondary Educational Programs Network (PEPNet2) listserv, whose subscriber list includes more than 760 professionals working with deaf and hard of hearing in transitional programs, Vocational Rehabilitation, postsecondary settings such as colleges, universities, and independent living programs. The subject line included a request to forward to deaf students and adults over 18.

After these three high volume postings were published (Twitter, DSSHE-L, and PEPNet2), within two days the page views of my blog for a single day reached 380, totaling over 500 views in 4 days. By the 15th day of steady page view activity, there were no new views. At this point, 74 participants had attempted to complete the Emerging Adult Survey. By the 16th day I sent out the first reminder message to encourage new activity to the aforementioned sites, social media, and listservs. Activity on my blog continued, but had declined from the first week. This activity was generating survey participants though, so continuing outreach through social media, along with the snowball sampling was expected to continue to reach likely participants (Atkinson & Flint, 2001).

As a result of snowball sampling I received an email message from a secondary member of my network who was unknown to me. They inquired if the survey could remain active for a longer period. Due to this request and considering my own social media usage, I decided to extend the data collection period. The expected length of time for individuals to passively follow through depends on their availability of time to read

listserv contents, social media postings, and Twitter messages. Actively opening the survey link and responding or forwarding to others would require yet an additional time commitment.

On day 43 of the data collection process, I had the opportunity to attend a national conference on higher education and disability. In preparation I had calling cards printed with information about the survey (see Appendix R). One side had the design of a hand forming the American Sign Language letters, A, S, L horizontally in the center. On both sides were these three statements, “What was included in your high school transition?” “Please take this survey,” and “Your voice matters.” The other side also displayed the three hand shaped letters, A, S, L vertically and listed the three criteria: a) Deaf or hard of hearing adult? b) Over 18 years old? c) Born 1985 – 1997? In the most prominent center location was the title of my blog, Deaf Adult Survey and the blog address. Approximately 200 calling cards were distributed to individuals who were affiliated with schools and colleges that serve deaf students with the request to please give to those who match the criteria.

On the 68th day to encourage new activity, I sent out the second and final reminder message to the aforementioned sites, social media, and listservs. Over the subsequent days there was noticeable activity on both my blog and the survey link. By this point all three of my IRB approved participant letters had been posted to my blog in descending order from most recent to the very first invitation letter, so anyone could read the three letters if they were interested. Throughout the time of the open survey, the major professor never received an email requesting assistance or additional information. The survey link remained active until the 92nd day.

The Qualtrics survey collection system assigned unique response IDs to individuals who started the survey. After 92 days, 126 surveys were started. Qualtrics' dashboard displayed that 49 surveys were completed with a 61% dropout rate. This dropout rate was generated from the individuals who entered the survey and then exited without advancing to the survey items. Of the 49 reported as completed surveys, five individuals entered limited information and were not useable and twelve individuals were older than the data collection parameters originally established. I was very excited to see their eagerness to provide data, but their experience may have been quite different than students attending secondary education since 1985.

At the end of this data collection period 31 respondents completed all questions on the survey. One respondent did not complete the demographics section, but their responses were consistent with others, so their data was retained. Ultimately there were 31 respondents with usable data after 92 days of data collection. The results of Phase II did not produce the desired sample size.

After discussing the disappointing sample size with my major professor and methodologist, we decided that more data collection time would not produce any more results. A different tactic would be necessary to obtain data from this population. We decided to attempt a fourth appeal, but using a mobile-friendly survey. Previous studies have indicated that the younger population use newer technologies such as mobile devices and smartphones regularly (Kožuh, Hintermair, Holzinger, Volcic, Debevc, 2015; Maiorana-Basas & Pagliaro, 2014; Morris, Mueller, Jones, & Lippencott, 2014). We chose to provide the survey for mobile devices and write a fourth invitation that would appeal to participants' desire to share their experience.

I notified the IRB at the University of Georgia of this change. Fortunately, I discovered Qualtrics offered a mobile friendly presentation within their software package. I located an online tutorial from Qualtrics and learned the steps necessary to create a survey appropriate for mobile devices, including iOS, Android, and Windows Phone Systems. Since the original survey instrument was created as a matrix table, the conversion to mobile friendly was possible without a full rewrite.

I cloned the original survey instrument in order to retain the same information. The cloned copy was saved and named Mobile Emerging Adult Tasks for Transition. Qualtrics software included a mobile friendly checkbox within each section block. I applied scrollable and accordion formatting via the mobile friendly checkbox provided by Qualtrics. I made the decision to shorten some of the text so it would display in a friendlier manner on a mobile device. This involved editing the introduction page to make it more concise and I moved the informed consent information to an embedded link within the introduction. I edited each question to better fit the format of the new presentation by replacing the term “emerging adult” with the word “you” and modifying the sentence as necessary to remain grammatically correct. Each section introduction was replaced with the concise question, “Did your transition program include?” The demographic questions remained the same.

Within Qualtrics a mobile preview was available in order to check the survey’s mobile experience as it was being created. The preview showed the survey appearance on a desktop and a mobile device for comparison. The mobile friendly survey instrument was published with the link available for distribution (see Appendix C).

The fourth invitation to participate was written with a more direct appeal, “Did your transition plan get you ready for adult life?” (see Appendix S). The fourth appeal and the links for both the mobile survey and the desk-top survey were delivered using the same social media outlets as originally used on June 2 and June 4; Facebook, LinkedIn, E-Peachy, Twitter, DSHHE-L, PEPNet2, Deaf Adult Survey bog, and emailed throughout my professional network. Understanding the targeted age-group traditionally has poor response rates, all resources had to be exhausted.

Although the first three attempts were not successful in obtaining the sample size desired, people were willing to have their voices heard. I was encouraged that the mobile friendly survey would generate more voices to add to the useable data already obtained. The Qualtrics mobile friendly survey promoted in the fourth appeal performed somewhat better and resulted in an increased data set. The multiple contact attempts described in this chapter and the dates of each data collection attempt are displayed in Table 3.7.

Ultimately, after five months of data collection and four invitations designed to appeal to this population, the result was 46 usable surveys. Three total respondents submitted their survey without completing the demographics, but all of their responses showed consideration and were in line with the other respondents, so the decision was made to retain their data. Table 3.8 displays the increased response data from the 4th appeal with a mobile friendly survey.

Table 3.7

Multiple Contact Attempts

Date	Social Media Contact Content
June 2, 2015	Invitation to participate with survey link posted on blog, Facebook, LinkedIn, E-Peachy, & emailed to professional network.
June 4, 2015	Blog link with invitation to participate posted to PEPNet2, DSHHE, and Twitter.
June 17, 2015	Follow-up 1: Reminder added to blog and reposted to all sites and lists used June 2 and June 4.
July 16, 2015	Distributed 200 calling cards at national higher education and disability conference with blog address.
August 10, 2015	Follow-up 2: Final reminder added to blog and reposted to all sites and lists used June 2 and June 4.
October 2, 2015	Fourth appeal and mobile friendly survey link on blog, Facebook, LinkedIn, DSSHE, E-Peachy and emailed to professional network.
October 5, 2015	Fourth appeal and mobile friendly survey link posted to Twitter and PEPNet2.
October 19, 2015	Data collection closed.

Table 3.8

Data Collection Responses with Desktop and Mobile Friendly Survey	
Number	Description
126	Surveys started and generated unique response IDs
49	Surveys reported completed within the Qualtrics survey collection system
31	Surveys with usable data (before mobile friendly survey)
46	Surveys started with mobile friendly version
46	Total surveys with usable data

Description of Respondents: Phase II

A summary of the personal characteristics of the respondents (n =43) completing the Emerging Adult Survey (Phase II) is provided in Table 3.9. The respondents' race or ethnicity was self-identified in a free-response text field on the survey. In the free-response text field, one respondent reported they were forced to select Bachelor's degree, due to an option for Master's degree was not provided.

An important data consideration were the responses to the question, "How many years did you receive transition services?" Of the 46 useable surveys, 43 individuals answered this question. Selection options were not pre-defined, rather a free-response text field was presented. The respondents reported a numeral in some cases, and many provided a statement.

Table 3.9

Personal Characteristics of Phase II Respondents (n = 43)

Variable		Value	
Age (Median = 23)		M= 23.88	SD= 3.96
Gender			
	Male	n = 13	30.2%
	Female	n = 30	69.8%
Deafness			
	Yes	n = 43	100%
	No	n = 0	0%
Race/Ethnicity			
	Asian	n = 3	7.0%
	Black	n = 3	7.0%
	Caucasian/White	n = 33	76.7%
	Native American	n = 2	4.7%
	Self-identified as other	n = 3	4.7%
Level of Highest Educational Degree			
	High School or less	n = 21	48.8%
	Associates degree	n = 10	23.3%
	Bachelor's degree	n = 12	27.9%
Years receiving transition services			
	No transition	n = 13	30.2%
	One year	n = 11	25.6%
	Two years	n = 10	23.3%
	Three years	n = 1	2.3%
	Four years	n = 5	11.6%
	Five years	n = 1	2.3%
	Six years	n = 1	2.3%
	All school years (18)	n = 1	2.3%
Type of Educational Institution attended for high school			
	Private school	n = 3	7.0%
	Public mainstream	n = 32	74.4%
	School for the Deaf	n = 8	18.6%
	No high school	n = 0	0%

As a feature of the Qualtrics software, the survey participants were geolocated allowing mapping of participants' location via approximate latitude and longitude. The U.S. map (Figure 3.3) demonstrates the national reach of Phase II.



Figure 3.3 Geographic Location of Emerging Adult Respondents in Phase II

Phase II Emerging Adult Survey respondents included diverse characteristics, but with two important common links. They were deaf and they attended secondary education while transition services have been mandated. Some interesting outcomes are present in the data respondents provided regarding their experience with transition services while they were in secondary educational settings.

Data Analysis and Preparation: Phase II Emerging Adult Survey

Responses to demographic items that were answered with text or radio buttons were converted to a numerical code. Respondents' year of birth was calculated to their current age. Mean importance ratings were calculated to determine the extent of coverage of each item. Also, these were calculated dichotomously based on either positive or negative responses to determine broadly if the task was covered at all. Due to selecting the option of forced responses not required, item number 18 was missed by one respondent on the Emerging Adult Survey. One missed response did not change the rank of the construct in relation to the other constructs. A third analysis was performed on Phase I and Phase II data together. By integrating the findings of the two phases, the findings were compared specifically to determine if the items rated most necessary by the experts in Phase I were in fact experienced by the greatest extent by the emerging adult participants in Phase II. This was accomplished by comparing the mean rank order listings of the expert's highest rated tasks and the participants' highest rated tasks.

The mean item means calculated for the six adult role constructs ranged from 1.74 to 2.21. The item means have moderate variation and demonstrate which of the constructs, or adult roles are most often included in the transition programs of the respondents. Of the six constructs measured, the construct reported as the most included in transition plans was *Personal Development*, while the construct *Home and Family Living* represented the lowest construct. Table 3.10 displays the rank ordered list of the six adult role constructs. Upon completion of the surveys, an executive summary was sent to those who requested.

Table 3.10

Emerging Adult Survey Rank Order List of Adult Role Constructs (n=46)

Rank	Construct	Number of Items	M (SD)	Mean Item Mean
1	Personal Development (n = 45)	9	19.84 (5.80)	2.21
2	Establishing Independence	6	12.63 (3.43)	2.11
3	Community Living	7	13.70 (4.52)	1.96
4	Vocation and Career	6	11.72 (3.83)	1.95
5	Health	5	9.46 (3.37)	1.89
6	Home and Family Living	5	8.67 (3.45)	1.74

Assumptions

Several assumptions were made in this study. An interesting outcome resulted when some deaf emerging adult respondents reported not to have received transition services in high school, but in some cases answered affirmatively to items on the Emerging Adult Survey. The assumption was made that these respondents were not aware of organized transition activities, but they must have received some form of this information in high school. The lack of uniformity shows some evidence they were referencing some coverage of adult life tasks. Perhaps they misunderstood the activities they were doing in high school were transition related, but not explicitly named transition program activities.

The respondents to the Emerging Adult Survey responded online anonymously. Each respondent was tagged with a latitude and longitude of their device location. There

were no duplicated location tags. The assumption was made that the same person did not take the survey more than once, which would have required relocating to another device and entering the survey a second time. Specific to this population, due to the difficulties with reading and English, it is unlikely someone would desire to spend the time reading through 38 items for a second time.

The respondents self-reported if they were deaf or hard of hearing. The assumption was made that the respondents were truthful in their responses. The respondents who reported they were not deaf were eliminated from the useful surveys. The nature of survey studies depends on the assumption of truth of the respondents.

Phase I and Phase II Limitations

There are two limitations relevant to Phase I. First, although the sample represents the voices and opinions of qualified experts, the findings are not generalizable to all deaf professional educators. Second, cultural trust and communication trust are two issues a hearing researcher may experience when surveying the deaf population. Cross-cultural communication and communication trust issues were resolved to the extent possible through online communication. This data collection method was sufficient to generate the necessary data.

Addressing limitations to Phase II, the intended outcome was to evaluate the extent of the coverage of adult life tasks in transition programs for deaf emerging adults. For this reason, drawing a representative national sample was important. After aggressively generating the fourth appeal and mobile friendly instrument, the response rate slightly increased as data continued to be collected from individuals across the United States.

After the data collection period was over, the desired sample size in Phase II was not reached. Although this study appears to be a small sample size, researchers have historically had difficulties with this population. It is worth noting that the respondents, who in fact did complete the survey, completed it carefully and considerable variation among their ratings existed. Many of the respondents included comments, adding to the considerate completion notion. Also notable is the respondents represented a geographically diverse sample. The responses resulted in useful data with a sample of what has been occurring in transition plans across the United States.

Of the 46 total respondents on the Emerging Adult Survey, 45 respondents had complete data. One respondent missed providing a response on item number 18, but continued to show variability in other responses. There was variation among all individual responses leading to the belief respondents were considerate in their answers, further supporting the importance of the study findings. The measurement of external validity is to determine if the results of the study can be applied to the population. With the understanding that overall the young adult deaf population is a very low-incidence population, with extreme caution these results may be considered.

The final limitation involves reported high school graduation among deaf emerging adult respondents. The way high school graduation attainment or leaving high school occurred was not measured in this study. The emerging adult respondents graduated or left high school over a span of thirteen years. There may be fluctuations from year to year in annually reported graduation rates for this population. Recent data from 2012 reported 73.4% of deaf students graduated from high school while in 2002 the graduation rate was 67.1% (US Dept. Ed. 36th Annual Report to Congress, 2014).

Cross-cultural communication and communication trust issues were resolved through online communication. Of course, limiting this study to online communication did limit participation to only the emerging adults who elected to be connected to social media sites and those whom are comfortable reading and responding on the Internet.

Non-participation on surveys from the population of young adults, whether deaf or hearing, is well documented (Bodemann, 2012; Dillman, Smyth, & Christian, 2014; Majorana-Basas & Pagliaro, 2014; Pilling & Barrett, 2007; Power, Power, Horstmanshof, 2006). Failures to capture the attention of the emerging adult age group may be more a result of life stage, rather than attributable to hearing status. Although I had hoped for better outcomes, I was pleased to have the respondents that were obtained.

Through available social media, listservs, and encouraging snowball sampling, innovative efforts were taken to generate as many responses as possible. Attempting to collect data on a national scale, with criteria limited to a low incidence population, limited to a birth year span of only 13 years, while maintaining anonymity was a challenge. I utilized every resource within my professional network to spread the invitation to participate. Accomplishing 1,333 blog views may be viewed as successful in serving to inform many individuals of this research.

CHAPTER IV

FINDINGS

The purpose of this study was to better understand the content and importance of adult life task training in transition programs. This chapter describes the methodological details utilized and findings for this study designed to answer the following questions.

1. What adult life tasks do deaf experts who are educators rate as important to be covered in secondary transition planning?
2. To what extent do deaf emerging adults report that important adult life tasks were covered in their transition programs?
3. To what extent are adult life tasks that were highly rated by experts actually occurring in the transition programs of deaf emerging adults?

This chapter has three major sections describing the data and findings related to the three research questions. The sections are: findings related to research question number one, findings related to research question number two, findings related to research question number three.

Findings Related to Research Question 1

The first research question asked, “What adult life tasks do deaf experts who are educators rate as important to be covered in secondary transition planning?” To develop an understanding of which adult life tasks were rated important to cover in transition, the first step was to calculate the means and item means for the 67 items. The response scale was a 5-point Likert scale of 1 (Not important), 2 (Somewhat important), 3 (Important), 4

(Very Important), 5 (Essential). The items were presented within constructs. The seven constructs were six of the adult roles named in Knowles (1980) and the adult role of *Establishing Independence* from the author. Table 4.1 presents the Expert Survey items with means and medians, and standard deviations organized within each adult role construct. The overall ranked means include all 67 items. The item ranks that were tied in value were described as such.

Table 4.1

Expert Survey Means Rank and Medians

<i>Construct - Establishing Independence</i>			
Rank	Item	Mean (SD)	Median
3.5 (tie)	2. Preparing emerging adults for residential independence. (E)	4.44 (.726)	5
16.5 (tie)	4. Guiding emerging adults to understand the balance of independence and dependence. (E)	4.22 (.833)	4
16.5 (tie)	5. Guiding emerging adults to value self-reliance. (E)	4.22 (.833)	4
16.5 (tie)	6. Guiding emerging adults to develop personal values. (E)	4.22 (.972)	5
16.5 (tie)	8. Preparing emerging adults to meet adult independent needs. (E)	4.22 (.833)	4
29 (tie)	1. Helping emerging adults to become more independent from their parent(s). (E)	4.11 (.782)	4
47 (tie)	3. Preparing emerging adults to be financially independent from parents. (E)	3.89 (1.05)	4
54.5 (tie)	9. Exploring with emerging adults the typical milestones at certain ages. (E)	3.78 (1.20)	4
60 (tie)	7. Guiding emerging adults to recognize that one should not receive benefits from society without contributing to it. (E)	3.67 (1.23)	4

Table 4.1 continued

Expert Survey Means Rank and Medians

Construct – Vocation & Career

Rank	Item	Mean (SD)	Median
1	16. Preparing emerging adults to advocate for their disability needs in the workplace. (V)	4.67 (.707)	5
2	17. Preparing emerging adults to request appropriate assistance in the workplace. (V)	4.56 (.726)	5
3.5 (tie)	12. Helping emerging adults to prepare for their job or career. (V)	4.44 (.726)	5
7.5 (tie)	18. Preparing emerging adults to coordinate different approaches to a task in the workplace. (V)	4.33 (.707)	4
7.5 (tie)	20. Preparing emerging adults to achieve what they set out to do in the workplace. (V)	4.33 (.707)	4
16.5 (tie)	10. Helping emerging adults learn to be tolerant of a wide range of persons in the workplace. (V)	4.22 (.833)	4
16.5 (tie)	19. Preparing emerging adults to uphold their obligations in the workplace. (V)	4.22 (.972)	5
29 (tie)	11. Helping emerging adults to select an occupation. (V)	4.11 (.928)	4
39.5 (tie)	13. Preparing emerging adults to become employed fulltime. (V)	4.00 (1.0)	4
47 (tie)	14. Helping emerging adults understand the need for long-term career development. (V)	3.89 (.928)	4
47 (tie)	15. Helping emerging adults understand the need to strive toward educational goals. (V)	3.89 (.782)	4

Table 4.1 continued

Expert Survey Means Rank and Medians

Construct – Home and Family Living

Rank	Item	Mean (SD)	Median
7.5 (tie)	28. Preparing emerging adults for home-life responsibilities. (HF)	4.33 (.866)	5
16.5 (tie)	25. Preparing emerging adults for parenthood. (HF)	4.22 (.667)	4
16.5 (tie)	27. Helping emerging adults to understand consequences of their actions do affect their family. (HF)	4.22 (.833)	4
29 (tie)	26. Preparing emerging adults for budgeting family expenses. (HF)	4.11 (.782)	4
39.5 (tie)	24. Helping emerging adults to make good decisions about when and if to have children. (HF)	4.00 (1.0)	4
47 (tie)	22. Helping emerging adults learn the importance of personal commitment to another as spouse or partner. (HF)	3.89 (.782)	4
54.5 (tie)	21. Preparing emerging adults to understand their own gender identification. (HF)	3.78 (.667)	4
65 (tie)	23. Preparing emerging adults to have meaningful lasting romantic relations. (HF)	3.44 (1.01)	4

Table 4.1 continued

Expert Survey Means Rank and Medians

Construct – Personal Development

Rank	Item	Mean (SD)	Median
7.5 (tie)	40. Helping emerging adults learn effective ways of expressing self. (P)	4.33 (.707)	4
16.5 (tie)	29. Helping emerging adults develop a positive outlook on life. (P)	4.22 (.667)	4
16.5 (tie)	30. Helping emerging adults develop a healthy self--image. (P)	4.22 (.667)	4
16.5 (tie)	31. Helping emerging adults respond to peer pressure. (P)	4.22 (.667)	4
16.5 (tie)	34. Preparing emerging adults to become self-sufficient. (P)	4.22 (.833)	4
29 (tie)	32. Helping emerging adults respect the rights of others. (P)	4.11 (.782)	4
29 (tie)	33. Helping emerging adults to recognize other's opinions. (P)	4.11 (.782)	4
29 (tie)	35. Helping emerging adults to understand their own values. (P)	4.11 (.782)	4
29 (tie)	39. Helping emerging adults learn effective self-control. (P)	4.11 (.928)	4
39.5 (tie)	38. Instilling in emerging adults the fulfillment of living, growing and building. (P)	4.00 (.866)	4
47 (tie)	36. Preparing emerging adults to attempt to live according to their own values. (P)	3.89 (.928)	4
54.5 (tie)	37. Helping emerging adults to think in degree, not just right and wrong. (P)	3.78 (1.30)	4

Table 4.1 continued

Expert Survey Means Rank and Medians

<i>Construct – Enjoyment of Leisure</i>			
Rank	Item	Mean (SD)	Median
29 (tie)	42. Helping emerging adults understand the need for balance in their life. (L)	4.11 (.782)	4
47 (tie)	46. Helping emerging adults understand effective use of leisure time contributes to happier families. (L)	3.89 (.601)	4
60 (tie)	43. Helping emerging adults understand how leisure is an important part of adult life. (L)	3.67 (.866)	4
60 (tie)	47. Helping emerging adults to develop a personal interest. (L)	3.67 (.707)	4
62	45. Preparing emerging adults to spend leisure time constructively. (L)	3.56 (.882)	4
65 (tie)	41. Helping emerging adults to appreciate leisure pursuits. (L)	3.44 (.726)	4
65 (tie)	44. Preparing emerging adults with tools to make good decisions concerning leisure. (L)	3.44 (.882)	3
65 (tie)	48. Helping emerging adults to value leisure hobbies and activities. (L)	3.44 (.726)	4
<i>Construct – Health</i>			
29 (tie)	51. Helping emerging adults to value good nutrition. (H)	4.11 (.928)	4
39.5 (tie)	49. Helping emerging adults to value their physical body. (H)	4.00 (.866)	4
39.5 (tie)	50. Helping emerging adults learn to stay healthy. (H)	4.00 (.866)	4
39.5 (tie)	54. Helping emerging adults to learn about safe-sex. (H)	4.00 (1.0)	4
39.5 (tie)	57. Preparing emerging adults to manage own health appointments. (H)	4.00 (.707)	4
47 (tie)	56. Preparing emerging adults to establish a responsible schedule of waking and sleeping. (H)	3.89 (.928)	4
54.5 (tie)	52. Helping emerging adults learn the consequences of alcohol use. (H)	3.78 (.972)	4
54.5 (tie)	53. Helping emerging adults learn the consequences of illegal drug use. (H)	3.78 (.833)	4
54.5 (tie)	55. Helping emerging adults to decide to obey rules of safety. (H)	3.78 (.972)	4

Table 4.1 continued

Expert Survey Means Rank and Medians

Construct – Community Living

Rank	Item	Mean (SD)	Median
7.5	59. Helping emerging adults learn to effectively communicate with a wide range of people. (C)	4.33 (1.0)	5
7.5 (tie)	60. Preparing emerging adults to be respectful in dealing with people who are different from them. (C)	4.33 (.707)	4
29 (tie)	58. Helping emerging adults to understand consequences of their actions affect others in their communities. (C)	4.11 (.928)	4
29 (tie)	61. Helping emerging adults to value differences in individuals. (C)	4.11 (.782)	4
29 (tie)	64. Helping emerging adults learn to value others as they are. (C)	4.11 (.782)	4
29 (tie)	66. Preparing emerging adults to become socially responsible. (C)	4.11 (.782)	4
39.5 (tie)	62. Guiding emerging adults to honor their commitments to other people. (C)	4.00 (1.0)	4
54.5 (tie)	63. Helping emerging adults to develop a healthy concern for others. (C)	3.78 (.972)	4
54.5 (tie)	65. Guiding emerging adults to develop a sense of generosity. (C)	3.78 (.667)	4
65 (tie)	67. Preparing emerging adults to develop an interest in civic issues. (C)	3.44 (.882)	3

E- Establishing Independence, V-Vocation and Career, HF – Home and Family Living, P – Personal Development, L – Enjoyment of Leisure Time, H – Health
C – Community Living

In the construct *Establishing Independence*, the item related to residential independence has the highest mean rated by the experts as important to be covered in transition. Six of the nine items rated in the top of this construct deal with independence. The three items with means less than 4.00 are rated important, although they fall below the criteria and were not advanced to the Emerging Adult Survey.

Within the construct *Vocation and Career*, the two highest overall ranked items rated as important to cover in transition deals were advocating for disability needs in the workplace and requesting appropriate assistance in the workplace. The *Vocation and Career* construct items were rated overall high values with four medians given a score of five. Although they did receive high value ratings, five items from this construct were not included in the Emerging Adult Survey due to similarities with other items.

The construct *Home and Family Living* had three items that were rated less than the mean criteria of 4.0 and were not advanced to the Emerging Adult Survey. These three items seemed to deal more with personal issues and may explain why the experts rated them a lower value. *Home and Family Living*'s highest ranked item was 7.5 overall. The five items that were advanced to the Emerging Adult Survey addressed issues such as family planning and budgeting.

The construct *Personal Development* had medians of 4 throughout the construct. The highest ranked item is 7.5 and tied with several other items in different constructs. Nine items were advanced to the Emerging Adult Survey with means equal to or above 4.11.

Within the construct *Enjoyment of Leisure Time* the lowest overall ratings among the constructs were given. Although the lowest mean was 3.44 for three of the items, they tied at the 65th overall rank. The highest rated item in this construct had a mean of 4.11, but it was the only item with a mean over 4.0, so the items from the construct *Enjoyment of Leisure Time* were not included on the Emerging Adult Survey due to overall low item ratings.

The construct *Health* included five items that advanced to the Emerging Adult Survey. The highest mean within this construct was a 4.11 and four items were tied with a mean of 4.0 at the rank of 39.5. Actually with all medians at 4, the variation was minimal in this construct. After the items with means of 4.0, one item had a mean of 3.89, the next group of three had means of 3.78, all very near to the median ratings.

Community Living construct presented ten items to the experts, but only seven of those were advanced to the Emerging Adult Survey. Item number 67 in this construct was changed to read political involvement and was advanced to the Emerging Adult Survey. The overall means ranged from 3.44 to 4.33 within this construct.

Table 4.2 displays the distribution and reliability within the adult role constructs from the Expert Survey. The coefficient alpha for each construct was examined and

Table 4.2

Distribution and Reliability of Key Measures Expert Survey (Items= 67)

Construct	Number of Items	M	SD	Mean Item	
				Mean	Alpha
Vocation and Career	11	46.67	7.39	4.24	0.95
Personal Development	12	49.33	8.17	4.11	0.95
Establishing Independence	9	36.78	7.17	4.09	0.95
Community Living	10	40.11	7.25	4.01	0.96
Home and Family Living	8	32.00	4.77	4.00	0.86
Health	9	35.33	6.58	3.93	0.94
Enjoyment of Leisure	8	29.22	5.12	3.65	0.93

demonstrated reliability with a range of alpha coefficients from a high of 0.96 to 0.86. As can be seen, the alphas for all constructs were high with six of the seven into the 90s. The

mean item mean calculated for the seven adult role constructs ranged from 3.65 to 4.24.

The item means have moderate variation. Of the seven constructs measured, the construct reported as the most important to be covered in transition programs was *Vocation and Career*, closely followed by *Personal Development*, while the construct *Enjoyment of Leisure Time* represented the lowest construct.

The adult life task items that received mean and median ratings greater than 4.00 from the experts were reviewed according to that criteria. The 38 items rated the highest by the experts were advanced to the Emerging Adult Survey used in Phase II of this study.

In the free-form text field supplied for experts to offer suggestions for other adult life tasks, three responses were obtained. Additional information received from the experts encouraged the need for this topic of research. One expert was supportive of providing people in the deaf community a voice. They stated a concern about hearing people making decisions for deaf people that may be misleading or against their (deaf person's) wishes. Another expert stressed that independence should be learned at an early age. And finally, one comment provided encouragement stating, "This survey is well done and covers all aspects of life for individuals."

Findings Related to Research Question 2

The second research question asked, "To what extent do deaf emerging adults report that important adult life tasks were covered in their transition programs?" The adult life tasks rated as important to be covered were used to create the Emerging Adult Survey. Former secondary education deaf emerging adults were asked to what extent did their transition programs provide coverage in these adult life tasks.

Table 4.3 displays a rank order listing of all adult life task items from the Emerging Adult Survey. The items were examined as individual items and within each construct. Table 4.3 provides a view of the 38 individual adult life task items in order of rank from highest mean to lowest mean. The response scale for the Emerging Adult Survey was a 3-point scale of 1 (Not at all), 2 (A little), 3 (A lot). It is interesting to note there is little construct variability within the first dozen items. The top 12 items are primarily from the *Personal Development* and *Establishing Independence* constructs. However, mean ranks for the items reported as covered only a little, or not at all are a larger majority.

The construct *Establishing Independence* overall was ranked with a range of 4 to 33.5. The six items in *Establishing Independence* were rated highly representing high frequency of coverage in the respondent's transition programs. This construct was the third highest rated as important by the experts and the second highest rated as covered in transition programs.

Vocation and Career items were rated as the fourth highest construct out of six measuring items covered in transition programs. The experts rated *Vocation and Career* as the most important construct for transition programs. The two items within this construct reported the highest dealt with preparation for work and advocacy for disabilities needs.

Home and Family Living was reported as the lowest covered construct in transition programs. This construct is ranked fifth out of seven by the experts of the most important constructs. *Home and Family Living* includes two items dealing with becoming parents that were ranked the very lowest of all 38 items covered in transition programs.

Table 4.3

Emerging Adult Survey Means Rank and Medians

Rank	Item	Mean (SD)	Median
<i>Construct- Establishing Independence</i>			
4 (tie)	6. Preparing emerging adults to meet adult independent needs. (E) (ES8)	2.24 (.705)	2
6.5 (tie)	5. Guiding emerging adults to develop personal values. (E) (ES6)	2.22 (.758)	2
8.5 (tie)	4. Guiding emerging adults to value self-reliance. (E) (ES5)	2.20 (.778)	2
11	3. Guiding emerging adults to understand the balance of independence and dependence. (E) (ES4)	2.13 (.687)	2
15.5 (tie)	1. Helping emerging adults to become more independent from their parent(s). (E) (ES1)	2.07 (.742)	2
33.5 (tie)	2. Preparing emerging adults for residential independence. (E) (ES2)	1.78 (.728)	2
<i>Construct – Vocation & Career</i>			
17	8. Helping emerging adults to prepare for their job or career. (V) (ES12)	2.04 (.788)	2
18.5 (tie)	9. Preparing emerging adults to advocate for their disability needs in the workplace. (V) (ES16)	2.00 (.919)	2
21.5 (tie)	7. Helping emerging adults learn to work with different types of people in the workplace. (V) (ES10, tolerant)	1.98 (.715)	2
24.5 (tie)	10. Preparing emerging adults to request appropriate assistance in the workplace. (V) (ES17)	1.96 (.842)	2
24.5 (tie)	12. Preparing emerging adults to achieve what they set out to do in the workplace. (V) (ES20)	1.96 (.815)	2
33.5 (tie)	11. Preparing emerging adults to coordinate different approaches to a task in the workplace. (V) (ES18)	1.78 (.728)	2

Table 4.3 continued

Emerging Adult Survey Means Rank and Medians

<i>Construct – Home and Family Living</i>			
Rank	Item	Mean (SD)	Median
21.5 (tie)	17. Preparing emerging adults for home-life responsibilities. (HF) (ES28)	1.98 (.802)	2
29.5 (tie)	16. Helping emerging adults to understand consequences of their actions do affect their family. (HF) (ES27)	1.85 (.816)	2
36	15. Preparing emerging adults for budgeting family expenses. (HF) (ES26)	1.72 (.779)	2
37	14. Preparing emerging adults for parenthood. (HF) (ES25)	1.59 (.748)	1
38	13. Helping emerging adults to make good decisions about when and if to have children. (HF) (ES24)	1.54 (.780)	1
<i>Construct – Personal Development</i>			
1	18. Helping emerging adults develop a positive outlook on life. (P) (ES29) (n = 45)	2.29 (.727)	2
2	26. Helping emerging adults learn effective ways of expressing self. (P) (ES40)	2.28 (.750)	2
4 (tie)	21. Helping emerging adults respect the rights of others. (P) (ES32)	2.24 (.766)	2
4 (tie)	22. Helping emerging adults to recognize other's opinions. (P) (ES33)	2.24 (.766)	2
6.5 (tie)	25. Helping emerging adults learn effective self-control. (P) (ES39)	2.22 (.786)	2
8.5 (tie)	19. Helping emerging adults develop a healthy self-image. (P) (ES30)	2.20 (.749)	2
10	23. Preparing emerging adults to become self- sufficient. (P) (ES34)	2.15 (.698)	2
13 (tie)	24. Preparing emerging adults to understand their own values. (P) (ES35)	2.09 (.784)	2
21.5 (tie)	20. Helping emerging adults respond to peer pressure. (P) (ES31)	1.98 (.830)	2

Table 4.3 continued

Emerging Adult Survey Means Rank and Medians

Construct – Health

Rank	Item	Mean (SD)	Median
18.5 (tie)	28. Helping emerging adults learn to stay healthy. (H) (ES50)	2.00 (.816)	2
27.5 (tie)	29. Helping emerging adults to value good nutrition. (H) (ES51)	1.89 (.706)	2
27.5 (tie)	27. Helping emerging adults to value their physical body. (H) (ES49)	1.89 (.823)	2
29.5 (tie)	30. Helping emerging adults to learn about safe-sex. (H) (ES54)	1.85 (.816)	2
31	31. Preparing emerging adults to manage own health appointments. (H) (ES57)	1.83 (.797)	2

Construct - Community Living

13 (tie)	35. Helping emerging adults to value differences in individuals. (C) (ES61)	2.09 (.784)	2
13 (tie)	37. Preparing emerging adults to become socially responsible.(C) (ES66)	2.09 (.725)	2
15.5 (tie)	34. Preparing emerging adults to be respectful in dealing with people who are different from them.(C) (ES60)	2.07 (.827)	2
21.5 (tie)	36. Helping emerging adults learn to value others as they are. (C) (ES64)	1.98 (.856)	2
26	33. Helping emerging adults learn to effectively communicate with a wide range of people. (C) (ES59)	1.93 (.800)	2
32	32. Helping emerging adults to understand consequences of their actions affect others in their communities. (C) (ES58)	1.80 (.687)	2
35	38. Preparing emerging adults to develop an interest in political involvement. (C) (ES67, civic issues)	1.74 (.801)	2

E- Establishing Independence, V-Vocation and Career, HF – Home and Family Living, P – Personal Development, H – Health, C – Community Living.

The construct of *Personal Development* was rated the second highest by the experts. This construct alone includes the top four items from the total 38 items on the survey. *Personal Development* only had one item below the median of 2.0.

The construct *Health's* ranks ranged from 18.5 to 31. This construct only had one item with a mean of 2.0 and the next highest mean was rated 1.89. Both the experts and the emerging adults rated the *Health* construct the second from the last of the constructs.

Community Living construct was rated the third highest ranked construct by the emerging adults and the fourth highest by the experts. The ranks of the items ranged from 13 to 35. It is interesting to note that although the wording was adjusted on item 38, from *civic issues* on the Expert Survey to *political involvement* on the Emerging Adult Survey, this item continued to be rated relatively low.

Of the six constructs measured on the Emerging Adult Survey, the construct reported to be covered the most in secondary transition was *Personal Development* closely followed by *Establishing Independence*, while the construct *Home and Family Living* was reported as rarely included in secondary transition programs.

Table 4.4 displays the distribution and reliability within the adult role constructs from the Emerging Adult Survey. The coefficient alpha for each construct was examined and demonstrates reliability with a range of alpha coefficients from a high of 0.95 to 0.87. Once again the alphas for all six constructs were high.

Upon evaluation of the responses from the emerging adults, there are certain patterns of interest. Some emerging adults provided comments in the free form text field that requested, "how many years did you receive transition services?" (see Appendix T). Some respondents provided just the number of years, but others left a brief account of

Table 4.4

Distribution and Reliability of Key Measures Emerging Adult Survey (n = 46)

Construct	Number of Items	M	SD	Mean Item	
				Mean	Alpha
Personal Development	9	19.69	6.86	2.21	0.95
Establishing Independence	6	12.63	3.43	2.11	0.87
Community Living	7	13.70	4.52	1.96	0.92
Vocation and Career	6	11.72	3.83	1.95	0.88
Health	5	9.46	3.37	1.89	0.90
Home and Family Living	5	8.67	3.45	1.74	0.93

their experience. The numbers of deaf emerging adults responding that they did not receive transition services at all or only a little were unexpected. Meeting compliance with IDEA (1990, 1997, 2004) by beginning transition at age 16, responses would have reflected at least two years of transition services were expected.

Findings Related to Research Question 3

The third research question asked, “To what extent are adult life tasks that were highly rated by experts actually occurring in the transition programs of deaf emerging adults?” Research question three contrasts the adult life tasks that were *actually* covered in the emerging adults’ transition programs, with the adult life tasks the experts said *should* be included in preparing deaf emerging adults for adult life.

The 38 adult life task items that were rated by both the experts and the emerging adults required statistical analysis to compare their values and frequencies. A z-score measures the number of standard deviations that a data value is from the mean. Table 4.5 displays the derived z-scores used as standard units of measurement to compare both the experts’ values of importance and emerging adults’ report of frequency of coverage of

Table 4.5

Z-Scores of Experts and Emerging Adults

Item Language	Expert Mean	EA Mean	Expert z-score	EA z-score	Δ
9. Preparing emerging adults to advocate for their disability needs in the workplace.	4.67	2	2.48	0.02	2.46
2. Preparing emerging adults for residential independence.	4.44	1.78	1.3	-1.15	2.44
14. Preparing emerging adults for parenthood.	4.22	1.59	0.16	-2.15	2.32
10. Preparing emerging adults to request appropriate assistance in the workplace.	4.56	1.96	1.91	-0.2	2.11
11. Preparing emerging adults to coordinate different approaches to a task in the workplace.	4.33	1.78	0.73	-1.15	1.88
13. Helping emerging adults to make good decisions about when and if to have children.	4	1.54	-0.97	-2.42	1.45
33. Helping emerging adults learn to effectively communicate with a wide range of people.	4.33	1.93	0.73	-0.36	1.08
8. Helping emerging adults to prepare for their job or career.	4.44	2.04	1.3	0.23	1.07
15. Preparing emerging adults for budgeting family expenses.	4.11	1.72	-0.4	-1.47	1.06
16. Helping emerging adults to understand consequences of their actions do affect their family.	4.22	1.85	0.16	-0.78	0.94
12. Preparing emerging adults to achieve what they set out to do in the workplace.	4.33	1.96	0.73	-0.2	0.93
17. Preparing emerging adults for home-life responsibilities.	4.33	1.98	0.73	-0.09	0.82
32. Helping emerging adults to understand consequences of their actions affect others in their communities.	4.11	1.8	-0.4	-1.04	0.64
34. Preparing emerging adults to be respectful in dealing with people who are different from them.	4.33	2.07	0.73	0.39	0.34
7. Helping emerging adults learn to work with different types of people in the workplace.	4.22	1.98	0.16	-0.09	0.25
20. Helping emerging adults respond to peer pressure.	4.22	1.98	0.16	-0.09	0.25
29. Helping emerging adults to value good nutrition.	4.11	1.89	-0.4	-0.57	0.16
31. Preparing emerging adults to manage own health appointments.	4	1.83	-0.97	-0.88	-0.09
30. Helping emerging adults to learn about safe-sex.	4	1.85	-0.97	-0.78	-0.19
36. Helping emerging adults learn to value others as they are.	4.11	1.98	-0.4	-0.09	-0.31
27. Helping emerging adults to value their physical body.	4	1.89	-0.97	-0.57	-0.4
3. Guiding emerging adults to understand the balance of independence and dependence.	4.22	2.13	0.16	0.7	-0.54
23. Preparing emerging adults to become self- sufficient.	4.22	2.15	0.16	0.81	-0.65
26. Helping emerging adults learn effective ways of expressing self.	4.33	2.28	0.73	1.5	-0.77
1. Helping emerging adults to become more independent from their parent(s).	4.11	2.07	-0.4	0.39	-0.79

Table 4.5 continued

Z-Scores of Experts and Emerging Adults

Item Language	Expert Mean	EA Mean	Expert z-score	EA z-score	Δ
24. Preparing emerging adults to understand their own values.	4.11	2.09	-0.4	0.49	-0.9
35. Helping emerging adults to value differences in individuals.	4.11	2.09	-0.4	0.49	-0.9
37. Preparing emerging adults to become socially responsible.	4.11	2.09	-0.4	0.49	-0.9
4. Guiding emerging adults to value self-reliance.	4.22	2.2	0.16	1.07	-0.91
19. Helping emerging adults develop a healthy self-image.	4.22	2.2	0.16	1.07	-0.91
28. Helping emerging adults learn to stay healthy.	4	2	-0.97	0.02	-0.99
5. Guiding emerging adults to develop personal values.	4.22	2.22	0.16	1.18	-1.02
6. Preparing emerging adults to meet adult independent needs.	4.22	2.24	0.16	1.29	-1.12
18. Helping emerging adults develop a positive outlook on life	4.22	2.29	0.16	1.55	-1.39
25. Helping emerging adults learn effective self-control.	4.11	2.22	-0.4	1.18	-1.58
21. Helping emerging adults respect the rights of others.	4.11	2.24	-0.4	1.29	-1.69
22. Helping emerging adults to recognize other's opinions.	4.11	2.24	-0.4	1.29	-1.69
38. Preparing emerging adults to develop an interest in political involvement.	3.44	1.74	-3.85	-1.36	-2.49

the items. Table 4.5 is in rank order by the deltas or differences of the z-scores from Phase I and the z-scores from Phase II. It displays: the items; the Expert Survey means from Phase I; with each of the calculated z-scores; the Emerging Adult Survey means from Phase II; with each of the calculated z-scores. The z-scores were rounded to two decimal places, as well as the deltas of the z-scores.

The delta column displays each item's delta or difference between the two calculated z-scores. The magnitude of delta is an indicator of how far the coverage of each adult life task item is from the experts' rated value of importance. What is identified are items whose importance rating and frequency of coverage do not line up. The items

with positive deltas outside of 1.5 are items 9 (2.46), 2, 14, 10, 11 (1.88). The items with negative deltas outside of 1.5 are items 25 (-1.58), 21, 22, and 38 (-2.49). Many of these same items will be seen as having a strong or weak relationship between importance rating and frequency of coverage report.

Figure 4.1 presents a z-score scatter graph of the items according to the two ratings. The items' values from the experts were represented as z-scores, as well as the items' frequency of coverage from the emerging adults. This allowed the ability to understand the relationship between the items and to determine items with strong or weak relationships. The quadrants are helpful to visualize opportunities for additional adult life task training within transition programs. In figure 4.1, the z-score data points are labeled with the item numbers from the Emerging Adult Survey. An additional visualization the scatter graph provides is the division of four quadrants. The four quadrants were useful to compare incongruences between the value and frequency. Keep in mind the 38 items on the Emerging Adult Survey were rated in Phase I as the most important out of the original 67 items to be covered. These 38 adult life tasks are further analyzed as relatively higher or relatively lower ratings as compared by z-scores. which are circled on the scatter graph. The axes for the graph are set to a z-score of zero. Z-score data points were placed on the graph in quadrants based on the item's distance from zero.

Nearly 92% of the z-scores had an absolute value less than 1.5. The absolute value of seven of the z-scores were greater than 1.5. In this study these are not considered outliers in the statistical sense, but rather show a relationship. The identified data points are displayed in Table 4.6 and circled in Figure 4.1.

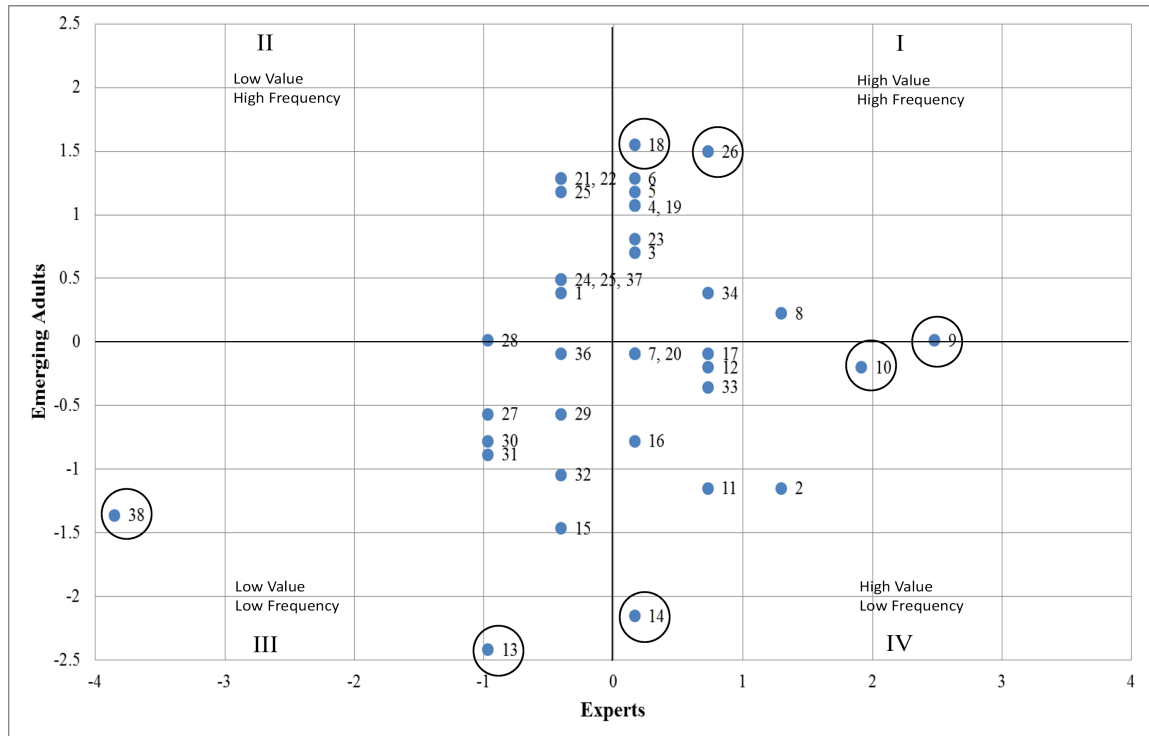


Figure 4.1

Z-score Representation of Value Compared with Frequency of Coverage in Transition

Table 4.6

Items Showing Strong Relationship Between Importance and Frequency

Item Language	Expert Mean	EA Mean	Expert z-score	EA z-score
18. Helping emerging adults develop a positive outlook on life	4.22	2.29	0.16	1.55
26. Helping emerging adults learn effective ways of expressing self.	4.33	2.28	0.73	1.50
9. Preparing emerging adults to advocate for their disability needs in the workplace.	4.67	2.00	2.48	0.02
10. Preparing emerging adults to request appropriate assistance in the workplace.	4.56	1.96	1.91	-0.20
38. Preparing emerging adults to develop an interest in political involvement.	3.44	1.74	-3.85	-1.36
14. Preparing emerging adults for parenthood.	4.22	1.59	0.16	-2.15
13. Helping emerging adults to make good decisions about when and if to have children.	4.00	1.54	-0.97	-2.42

The seven identified data points represent items that either the experts' rating of importance or the emerging adults' report of coverage had an absolute value greater than 1.5 and established a strong relationship or a weak relationship.

Adult life tasks that were valued highly by the experts and the adult life tasks that were covered with high frequency in transition programs of deaf emerging adults are both found in quadrant one- high value, high frequency.

Tasks in quadrant two were rated relatively low by the experts, but the emerging adults' transition programs were reported to cover these items at a higher than average rate. Quadrant three is filled with the items that were ranked lower in value by the experts, and are reported as low coverage in emerging adults' transition programs. Like quadrant one, these items are congruent.

The opportunities for improvement are found in quadrant four. Here are the tasks that were rated high value by the experts, but reported to be receiving low frequency coverage in transition programs by the emerging adults.

This study examined three research questions that generated some insight and opportunities to understand more about preparing deaf emerging adults for adult life. There may be possibilities to take advantage of the gained insight and opportunities to intentionally teach adult life tasks, while deaf emerging adults are in secondary and possibly postsecondary programs.

CHAPTER V

DISCUSSION

The purpose of this study was to better understand the content and importance of adult life task training in transition programs for deaf emerging adults. This chapter interprets the findings identified in Chapters III and IV related to the following three research questions:

1. What adult life tasks do deaf experts who are educators rate as important to be covered in secondary transition planning?
2. To what extent do deaf emerging adults report that important adult life tasks were covered in their transition programs?
3. To what extent are adult life tasks that were highly rated by experts actually occurring in the transition programs of deaf emerging adults?

This will be accomplished in four sections within this chapter: summary of the findings, conclusions, implications for practice, and recommendations for future research.

In order to accomplish the purposes of this study, two phases were necessary. Phase I was the expert study, which provided a frame of reference. The individuals considered experts in this study lived the experiences of acquiring education, becoming self-sufficient adults, and understanding the experience of being an individual who is deaf. Phase I of this study produced the important adult life tasks necessary for secondary transition programs to prepare deaf emerging adults for their adult life. In addition to this knowledge, coverage of adult life task content in transition programs was learned. The

results were refined to the most important adult life tasks identified by the experts. In Phase II the most important adult life tasks items were offered to deaf emerging adults to collect their experiences. This chapter discusses the conclusions and implications of this study.

Summary of the Findings

Findings Related to Phase I

Rank order of the 67 adult life task's item means were used to answer research question one: "What adult life tasks do deaf experts who are educators rate as important to be covered in secondary transition planning?" The construct *Vocation and Career* included the two highest rated items. The calculated mean item means of the constructs rated as important to cover in transition programs was in rank order as: (1) *Vocation and Career* 4.24; (2) *Personal Development* 4.11; (3) *Establishing Independence* 4.09; (4) *Community Living* 4.01; (5) *Home and Family Living* 4.00; (6) *Health* 3.93; (7) *Enjoyment of Leisure Time* 3.65. By receiving the opinions of deaf experts who were: educational administrators or directors, teachers of the deaf, paraprofessionals, tutor specialists, or professors, the results provided 38 important adult life tasks. These experts shared their voice with us and based on their experiences, responded with adult life tasks they believed to be most important.

Findings Related to Phase II

Rank order of the 38 important adult life task's item means were used to answer research question two: "To what extent do deaf emerging adults report that important adult life tasks were covered in their transition programs?" The means reflected the extent an adult life task was covered in deaf emerging adults' transition programs.

Although Phase II of this study relied on a small sample, certain outcomes were clear enough to relate to the larger sample. As a result of the responses of the emerging adults the construct or adult role *Personal Development* included the two highest rated items. The calculated mean item means of the constructs were ranked in order: (1) *Personal Development* 2.21; (2) *Establishing Independence* 2.11; (3) *Community Living* 1.96; (4) *Vocation and Career* 1.95; (5) *Health* 1.89; (6) *Home and Family Living* 1.74.

The results from Phase I and Phase II were combined to answer research question three: “To what extent are adult life tasks that were highly rated by experts actually occurring in the transition programs of deaf emerging adults?” An empirical analysis of expert and emerging adult z-scores represented standard measurements for comparative analysis of the two phases of the study. The analysis resulted in areas of interest in two of the four quadrants with opportunities for improvement, quadrant four and two.

Conclusions

From the data obtained in Phase I and Phase II of this study three major conclusions are drawn.

Conclusion 1: The deaf expert data obtained in Phase I affirmed the importance of adult life tasks developed for this study.

The first conclusion is the main intention of this study. In virtually all cases, these adult life tasks were considered highly important tasks that should be intentionally taught to deaf emerging adults in their transition programs.

The adult role constructs and adult life task items used in Phase I were comparable to the type of items used on the TPI-UV (Clark & Patton, 2006). This affirms the instrumentation development used in this study was relevant to many of the items

used in assessing transition on the TPI-UV. One noticeable difference, The TPI-UV places a great deal of focus on leisure and hobby type activities. Similar leisure adult life tasks were not rated above the criteria of 4.0 by the experts in Phase I of this study and were not advanced to the Emerging Adult Survey used in Phase II.

In discussing each construct from Phase I, the construct *Vocation and Career* had the highest mean item mean, while *Enjoyment of Leisure Time* had the lowest. Of the 67 items on the Expert Survey, the top 10 most important adult life tasks included tasks from five of the seven constructs. (1) *Vocation and Career*; (2) *Personal Development*; (3) *Establishing Independence*; (4) *Community Living*; (5) *Home and Family Living*.

The constructs of *Community Living* with a mean item mean of 4.01, *Home and Family Living* with a mean item mean of 4.00, and *Health* with a mean item mean of 3.93 were reasonably close in their ranking. The *Health* construct did not include any items among the top 10, however five items had means over 4.0 and were considered important. These three constructs contained items that were considered important by the experts.

The mean item mean for *Establishing Independence* was 4.09. The item within the top 10 stated, "Preparing emerging adults for residential independence," and had a mean of 4.44. The construct *Establishing Independence* was not part of Knowles' (1980) original list of adult life roles, but resulted in an important addition as a construct to this study because five of the items were considered important by the experts.

None of the items from the construct *Health*, or the construct *Enjoyment of Leisure Time* were included in the top 10 group as rated by the experts. In fact, the experts rated the construct *Enjoyment of Leisure Time* with the lowest overall ratings

among the constructs and the mean item mean of the construct was the lowest of the seven constructs at 3.65. The items in this construct were rated over 3.0, which may be interpreted as these items ranged from important to very important, but not essential.

The two constructs with the highest mean item means were *Vocation and Career* at 4.24 and *Personal Development* at 4.11. The experts considered many items within these two constructs as most important for transition programs. Overall the construct *Vocation and Career* contained nine items with means equal to or higher than 4.0. The top two items covering advocating for needs in the workplace are closely related to self-determination dealing with advocacy skills (Shogren et al., 2015).

The presented findings revealed the expert opinions of what adult life tasks should be covered in transition programs of deaf emerging adults. These findings are valuable for educators both in secondary and postsecondary education working with deaf emerging adults. Knowing that the experts rated *Vocation and Career* and *Personal Development* constructs as the most important provides insight into what their personal experiences have shown to be necessary knowledge in becoming an adult.

Many of the adult life tasks rated by experts as important in Phase I, were also named by Bowe (2003) as necessary for deaf emerging adults. Bowe (2003) included: learning effective communication and communication technologies; making informed decisions; becoming empowered to advocate for self; learning how to function in the work place, community, and in places of public service; and learning to live on a budget. Instruction in adult life tasks seems to be a viable way of guiding transition curriculum.

The information learned from the experts in Phase I provided the adult life tasks that are necessary for deaf emerging adults. These tasks and focusing on intentionally

teaching these tasks could be included in transition curriculum to aid educators and transition planners with supplying adult life tasks and meeting the specialized transition needs of deaf emerging adults (Hauser et al, 2010; Paatsch & Toe, 2013).

Conclusion 2: Varying levels of coverage of adult life tasks in transition programs were affirmed.

The second conclusion affirmed reports of varying levels of coverage of adult life tasks in transition programs and in some cases emerging adults receiving no instruction in adult life tasks. The lack of focus in transition programs on relevant career and adult life preparation for deaf emerging adults in Phase II of this study agrees with results found by Arumburo, 2003; Bowe, 2003; Luckner, 2002; Luft & Huff, 2011; Shaver, et al., 2011.

From Phase II the top 10 items consisted of seven from *Personal Development* and three from *Establishing Independence* constructs. The top 10 had item means that ranged from a high of 2.29 to 2.15. Unfortunately, after the top 10, only 9 additional items were rated higher than 2.0. This resulted in 50% of the adult life tasks were rated below the mean of 2.0. Translated to the response scale, 50% of the adult life tasks were reported as being covered only a little, or not at all.

The lowest ranked 10 items consisted of four from the *Home and Family Living* construct; two each from *Community Living* and *Health* constructs; and one item each from *Establishing Independence* and *Vocation and Career*. None of the items from the *Personal Development* construct appear in the group of 10 lowest ranked.

The *Vocation and Career* construct was fourth out of six constructs reported to be covered in transition programs. This is disappointing, as the construct *Vocation and Career* was ranked the most important construct by the experts in Phase I. This may be

interpreted as the items within *Vocation and Career* is not being covered as much as it should in transition programs. In fact, the mean item mean for *Vocation and Career* is below 2.0, falling below the top 10 items from Phase II.

The second construct rated important by the experts was *Personal Development*. *Personal Development* was reported by the emerging adults as the number one construct, with all of the items being covered to some degree within transition programs. The third highest construct of *Establishing Independence* rated by the experts was also reported high by the emerging adults. The items within the *Establishing Independence* construct were being covered in some transition programs. These are very encouraging results.

Community Living construct was rated important by the experts with a mean item mean of 4.01. This construct was reported as being covered in some transition programs, although four items dropped below 2.0. These important items were:

- 36. Helping you learn to value others as they are.
- 33. Helping you learn to effectively communicate with a wide range of people.
- 32. Helping you understand the consequences of your actions affect others in your communities.
- 38. Preparing you to develop an interest in political involvement.

Interestingly, the remaining three items from *Community Living* were ranked in the top 10 group from this construct.

The construct *Home and Family Living* received a mean item mean rating of 4.00 by the experts, definitely considered an important construct. The deaf emerging adults reported this was covered in transition programs the least of all. All items had means

under 2.0, with four of the five items amongst the lowest ranked. This construct included important items such as:

- 15. Preparing you for budgeting family expenses.
- 14. Helping you to make good decisions about when or if to have children.

It may be important for transition programs to consider covering adult life tasks from within this construct.

The *Health* construct was important as rated by the experts with a mean item mean of 3.93. It was reported fifth out of six constructs as being covered in transition programs. A great deal of variability was within this construct. One item was in the top 10, two items were grouped within the 10 lowest ranked items, and the remaining two were reported as having some coverage.

Discussing the emerging adults by their reported demographics; public mainstream versus state school for the deaf; level of educational degree attained; male versus female provides no meaningful data because the literature promotes viewing deaf emerging adults as individuals. They must have individualized transition programs. Some may have the requisite skills to complete postsecondary programs (Cuculick & Kelly, 2003), but some will not. At the very least deaf emerging adults need specialized transition individually created to address all the factors necessary for the individual to enter adult life.

Although a hypothesis for this outcome was not stated, ancillary data showed variation among the emerging adult's reports of receiving transition programming. Upon evaluation of the responses from the emerging adults, only 18.5% reported they had been provided with transition programming four years or more, possibly beginning at age 14,

as recommended in IDEA (2004). It stood out that among the deaf emerging adult respondents in this study, 58.1% reported they were only provided one year or less of transition programming. With the requirement to meet compliance of IDEA (2004) by beginning transition at age 16, I expected most responses would have shown at least two years of transition programming had been provided. The data reported 23.3% were provided transition programming for two years, or interpreted to mean since age 16.

The percentage of deaf emerging adults in this study who reported not receiving transition services at all was 30.2%. Possibly this is a compliance issue or possibly the transition program activities were not directly communicated as such to the student. Non-communication of transition activities is as serious as non-compliance. Without communicating about transition programming how were deaf emerging adults included in discussions about transition to adult life or given opportunity to provide their life and career goals, or lead in their planning?

Annual IEP meetings discussing transition planning must include the student and their parents and should provide information to assist the family in supporting deaf emerging adults in their journey to adulthood (Cawthon & Caemerer, 2014; Luckner & Stewart, 2003; Michael, Most, & Cinamon, 2013).

Using the crucial years of transition as a time for empowering and intentionally teaching deaf emerging adults the adult life tasks they will absolutely need is supported in transition legislation (Szymanski, 1994). Transition programs must be individualized for each student and individualization for deaf emerging adults is accomplished by providing specialized instruction and filling in the missing adult life tasks that were not learned incidentally (Hauser et al., 2010). The addition of including role models from students'

careers of interest and Vocational Rehabilitation (Berry et al., 2000) provides additional motivation and encouragement for deaf emerging adults. Empowering emerging adults with disabilities promotes better transition to adulthood (Morningstar et al., 2010; Szymanski, 1994).

Similar to findings from Cuculick & Kelly (2003) and Luft (2011), if focused transition training in a career and adult life tasks were taught to deaf emerging adults who lack reading and language skills, their desire and motivation may become redirected to a positively focused life trajectory. Intentional transition focus would bring together all of the individuals, resources, and associations concerned with the deaf emerging adults' education, trusting them to self-direct their own transition planning leading to transformations and change (Kasworm & Londoner, 2000; Knowles, 1980; Field et al., 1998; Szymanski, 1994).

Conclusion 3: There is reasonable correspondence between some important and covered adult life tasks in transition programs. However there is need for improvement in coverage of the important adult life tasks.

The third conclusion is that generally speaking there is some reasonable correspondence between what was rated as important by the experts, and the emerging adults' reports of frequency of coverage of adult life tasks in some transition programs, however there are certain notable things that are helpful to examine.

As can be seen in the scatter graph shown in Figure 4.1, the adult life task items contained in quadrant one represent items rated as high value by the experts and were also reported as being covered in some transition programs. This demonstrates these 10 adult life tasks rated high value by the experts are being covered in some transition

programs. In quadrant one (high value and high frequency), there were three items as identified as displaying a strong relationship: items 18, 26, and 9. The experts rated these important and the emerging adults reported their transition programs covered these items at a high frequency.

The items contained in quadrant four were also rated as high value by the experts, but were not being covered in the transition programs of most of the emerging adult respondents. The items in quadrant four provide an opportunity for improvement in transition programs. Instead of covering these important life tasks deaf emerging adults may be expending valuable educational experiences and instructional time on activities that does little to prepare them for independent adulthood and adult competencies.

The items are from the following constructs:

- *Vocation and Career* construct: 4 items (#s 7, 10, 11, 12).
- *Personal Development* construct: 1 item. (# 20).
- *Establishing Independence* construct: 1 item (# 2).
- *Community Living* construct: 1 item (# 33).
- *Home and Family Living* construct: 3 items (#s 14, 16, 17).

These 10 items all had means well over 4.0, ranging from 4.22 to 4.56 and should be included in transition programming.

In quadrant four (high value and low frequency), items 10 and 14 were rated by the experts important for transition programs to cover, but the emerging adults reported that item 14 is rarely covered. In fact item 14's rank order was number 37 out of 38 items with an item mean of 1.59. Item 14 shows a weak relationship. Item 10 had an importance rank order of number 2 by the experts, but covered less than 50% of the time,

also displaying a weak relationship. Both items 10 and 14 should be added to transition programs as a good starting place. Transition programs may create time to cover the tasks in quadrant four easily by reducing the time some transition programs are covering items found in quadrant two.

The items contained in quadrant two were rated by the experts as less important, although still above the item mean of 4.0. The emerging adults reported the items in quadrant two were being covered in some transition programs with high frequency or coverage. The items in this area were essentially inflated to a higher value, but at the expense of other more important adult life tasks. The items in quadrant two should continue to be covered, but could be reduced in frequency of coverage. These are from the following constructs:

- *Personal Development* construct: 4 items (#s 21, 22, 24, 25).
- *Establishing Independence* construct: 1 item (#1).
- *Community Living* construct: 2 items (#s 35, 37).
- *Health* construct: 1 item (# 28)

The items in quadrant three were rated less important by the experts, but with item means over 4.0. The emerging adults also reported lower frequency of coverage of these items. This finding is also relevant to this study, confirming that the less important adult life tasks in this quadrant are covered with slightly less frequency in some transition programs.

In quadrant three, items 13 and 38 displayed interesting relationships. Covered least of all in transition programs was item 13, which was rated lower importance by the experts, but still within the importance criteria and should be covered in transition

programs. Item 38 had the changed wording to read, *interest in political involvement*.

Item 38 was originally given a lower rating by the experts and the emerging adults reported it ranked 35 out of 38. Based on this, item 38 shows a strong relationship. This low importance rating and low coverage report, reveals these two points are synchronized.

Implications for Theory and Research

This study has implications for theory in the field of adult education. The conception of adulthood is not a unitary construct and adulthood varies for different people. Individuals experience achieving adulthood in very different ways. The field of adult education has for many years focused on the social issues that shape adults, such as growing up in poverty or the effects of gender and race differences, neglecting physiological issues of adults. This study revealed that deaf emerging adults experienced varied outcomes in preparation for their adult life. Mapping the life stages of adult development for individuals with disabilities is an area of research that should be situated in the field of adult education. The intentional purposes of transition programs are to prepare individuals for adult life and to be able to confront the tasks of adulthood. Adult educators should become involved in transition planning to prepare emerging adults for future adult education opportunities that will present themselves over the course of a life.

This study contributes to the theory of adult roles. The adult roles used as constructs in this study were from Knowles (1980). One additional adult role was added to Knowles' (1980) work by the researcher that resulted in an important finding. The adult role of *Establishing Independence* was rated very important by deaf experts with a mean item mean of 4.09. The emerging adults affirmed the adult role construct of

Establishing Independence has been covered in transition programs at a high frequency with a mean item mean of 2.11. Therefore, consideration may be given in future studies of adult roles to include *Establishing Independence* with Knowles (1980) traditional adult roles.

The results of this study have implications for adult education practitioners and secondary education transition planners. This study contributes to the literature in adult education concerning deaf emerging adults and may increase awareness to the challenges and educational needs of deaf emerging adults. This quantitative study is the beginning of a conversation in the field of adult education concerning future interactions that may be possible between adult education practitioners, adult education philosophies and applying them to transition programming.

Practitioners should promote deaf emerging adults to achieve a greater sense of adulthood, potentially offsetting the lack of transition preparation, by providing opportunities and experiences to increase exposure to adult life tasks and roles. Insights from the deaf emerging adults concerning their recently lived experiences within transition programs provide a glimpse into issues that may be addressed at the postsecondary level. Establishing realistic individual degree goals and appropriate programs of study to meet these goals is needed (Cuculick & Kelly, 2003).

New discussions about changing career opportunities, tasks needed for adulthood, and ways of being independent should also take place (Valentine & Skelton, 2007). Related to empowerment of the learner, allowing deaf emerging adults to express literacy across multiple modalities may lead to new assessments. Considering literacy in linguistic, digital, visual, aural, gestural, or spatial experiences may demonstrate deaf

emerging adults' ability to function as an adult (Garberoglio, Cawthon, & Bond, 2014; Maiorana-Basas & Pagliaro, 2014).

Marschark, Shaver, Nagle, and Newman (2015) suggested increased data from sources such as the NLTS2 can be used in academic programs with deaf students to assist teachers to appropriately target their instruction” (p. 365). Additionally the data may be used to assist transition planners in appropriately targeting transition programs for deaf students. Targeting transition to specialized needs of deaf emerging adults is certainly not a new idea. Freeburg, Sendelbaugh, and Bullis (1991) looked at barriers to transition for deaf students, they demonstrated that transition problems experienced by deaf students varied depending on several factors; level of hearing loss, and whether students had other physical or mental conditions. They agreed that transition programs should be designed to meet the specific needs of deaf emerging adults.

The strides made in the last 50 years since the Babbidge report are being slowed by treating deaf emerging adults as regular students who cannot hear (Marschark & Knoors, 2012). Consideration should be given to deaf emerging adults in transition with regard to their need for intentional teaching, language and academic skills, and adult life preparation (Brackenbury, Ryan, & Messenheimer, 2006; Gilman, Easterbrooks, & Frey, 2004; Hauser et al., 2010; Luft, 2014; Marschark et al., 2012; Mathews, 2015; Sarchet et al., 2014; Trussell & Easterbrooks, 2014). Deaf emerging adults with less than sufficient language skills, English skills, and reading ability seem to be misled about the realities of earning a college degree in many cases (Cuculick & Kelly, 2003). Moreover, they are receiving very little in the way of vocational options and adult life tasks (Bowe, 2003; Fairweather & Shaver, 1991).

Phase II of this study answered the extent of coverage emerging adult participants had in adult life tasks during their transition and an indication of the extent they valued the experience. We cannot assume the emerging adult participants were not prepared for adulthood, because they may have had other influences in their lives. What may be assumed based on the literature, is the possibility that many of the deaf emerging adult participants in this study did not receive the full extent of transition intended, possibly at the expense of preparation for postsecondary education and other goals that were not practical for that individual. There is a demonstrated need for both secondary transition programs and postsecondary institutions to provide practical and specialized elements based on the realities of each deaf emerging adult's goals and preparation.

Secondary example: if a student's IEP transition goal is postsecondary college entrance, but they are still reading below the tenth grade level, perhaps redirect their transition goal to a realistic goal of vocational training and adult life preparation. The student's new goal may require postsecondary courses in the process, but they may be motivated with the realistic goal of a vocation they choose and have the opportunity to be successful in the end.

Postsecondary example: when postsecondary institutions enroll deaf emerging adults who recently transitioned out of high school, specialized advising and selection of instructors with awareness of language and communication issues should take place, a type of redirection from the typical process. This study has demonstrated that the most important adult life tasks are not always covered in transition programs at the secondary level. Perhaps postsecondary opportunities may be provided for incorporating adult life tasks and academic skills for deaf emerging adults.

Principally, this study provided a voice to this population. Outcomes of this study are important adult life tasks that deaf education professionals of deaf students considered necessary. To a great extent, both in design and evaluation, transition programs designed by educational experts are based on limited input from deaf experts. Although educational experts can be correct, input from the individuals the decisions affect is necessary by taking a realistic look at the outcomes of the participants who experienced the transition programs.

Contributing to the ongoing conversation concerning the difficulty of gathering survey responses from the deaf emerging adult population, an observation was made by the researcher. There is no way to determine if the mobile survey alone was the reason the mobile participants decided to respond, or were there other factors at the time of their response. What resulted was the realization for conducting future online research. Providing both a desktop and mobile version of a survey gives participants a choice. If someone perhaps is inclined to share their opinions or responses because a survey was offered in their preferred format, both the respondent and researcher win. The resulting recommendation for future online surveys is researchers should consider offering both desktop and mobile versions of their survey research.

Recommendations for Future Research

The findings may lead to further research in transition to adulthood for deaf emerging adults. Future research could continue to expand the findings of this study or perhaps approach the research from a different perspective. The following section offers a few opportunities for future research.

The results found may be compared with future results. The Emerging Adult Survey developed here, may be useful in further research looking at the outcomes of adult life tasks instruction applied to individual states or local school districts, or even state schools for the deaf. Researchers could use this survey to collect individual responses of recent transition program completers to compare how the emerging adults from those programs perceived their preparation for adult life.

There is value in researching educational outcome perspectives of recent graduates who participated in transition programs. One research idea would be to conduct a quantitative study in every state concerning coverage of adult life tasks in transition and compare the results. Low performing states may learn from states that are successfully covering adult life tasks. Later in 2016, perhaps new data concerning acquisition of adult skills will be available from the Making Skills Everyone's Business (MSEB), (United States Department of Education, 2015) survey with future solutions that may apply to deaf emerging adults.

Future research into this topic with a larger population of deaf emerging adults is needed to produce truly generalizable results. This could be accomplished by replicating this study with both a desktop and mobile version of the Emerging Adult Survey from the very beginning of the study. Perhaps a larger sample would result by an individual reading the invitation to participate and immediately linking to the survey on their mobile device without delay.

This study clearly points out the importance of providing voice to populations of those typically not heard from. Learning new ideas not yet considered and the experience of providing an approach to learn from deaf emerging adults may be empowering for

some individuals. Future research into adult life tasks could be conducted by obtaining the voice of populations typically not heard within the disability community. Transition programming applies to all students with disabilities and the goal of preparing them for their adult life is the same. Additionally, future research into seeking the voice of more deaf experts and the adult life tasks they experienced would be important. Perhaps there are additional adult life tasks they would consider important.

Lastly, the field of adult education may have researchers interested in examining adult education and deaf adults in adult education. Deaf adults who pursue adult education as a career may feel empowered by philosophies in adult education. Some narrow ideas may be: How do they perceive the focus on trusting the learner to make their own decisions about what they learn? How do they perceive adult independence and empowerment? Perhaps the insight this inquiry could provide would have implications for transition to adulthood.

One challenge facing anyone conducting research with the population of deaf individuals is a more restricted reading level. This problem was exacerbated by the legal language of the informed consent used in this study. The literature has confirmed issues with English and language skills deaf emerging adults may experience. (Brackenbury, Ryan, & Messenheimer, 2006; Gilman, Easterbrooks, & Frey, 2004; Hauser et al., 2010; Luft, 2014; Marschark et al., 2012; Mathews, 2015; Sarchet et al., 2014; Trussell & Easterbrooks, 2014). Although, initial input from other deaf individuals was sought and every effort was made to present a readable survey, there were still challenges. The reading level ability of the informed consent form was considerably higher than the other documents developed with readability as the goal.

Reading level analysis is available online with several indices to choose from. The index selected was the Simple Measure of Gobbledygook (SMOG) (McLaughlin, 1969). Current researchers are using readability measures including SMOG in literacy and health research (Armstrong, Stahl, & Kantner, 2015). SMOG is the most recommended readability tool and is commonly cited in relevant literature (Rajda & George, 2009). The readability measures of the Emerging Adult Survey and accompanying materials are shown in Table 5.1.

The informed consent information was at a considerably higher reading grade-level than the other materials. The amount of required information and reading level should be reduced to reach the largest possible audience, particularly on materials that will be available randomly as public facing research. The resulting recommendation is researchers should consider reading level on all survey materials that may be accessed by participants of differing reading levels.

Table 5.1

SMOG Readability Levels	
SMOG Index	Grade Level
Documents Used in Phase II	
7.2	Invitation to participate blog post 1
5.7	Reminder to participate blog post 2
5.7	Final reminder to participate blog post 3
10.3	Informed consent form
6.6/5.4	Survey questions (Emerging Adults)
	Desktop/Mobile

Merriam and Simpson (2000) acknowledged, “the strength of the descriptive research design is in the exploratory capability it provides” (p. 73). This study explored an interest in transition to adulthood for deaf emerging adults, however there is still much more to understand about what life are deaf emerging adults supposed to be prepared for; and how are adult life tasks intentionally taught so deaf learners have similar opportunities to hearing learners.

Recent literature points to improving graduation rates among deaf emerging adults (US Dept. Ed. 36th Annual Report to Congress, 2014), yet the preparation for adult life through intentional transition experiences may be lacking. When transition programs are guided by childhood pedagogical theories and are prescribed to place checkmarks beside the activities completed by the student, it is no wonder the transition to adulthood is incomplete and the emerging adult may not be prepared for adulthood. Although learning after leaving school is possible, the ideal situation would be to fulfill the federally mandated goals of transition and prepare emerging adults to enter adulthood. The legislation IDEA (2004) mandated secondary programs provide appropriate and timely transition services at no cost to the family.

By looking at the empirical data provided by each emerging adult respondent in comparison to the opinions of the deaf experts from Phase I, we have better insight into difficulties with transition. Based on this retrospective look into transition and giving voice to the expert educators and the emerging adults, has provided new understandings in transitioning deaf emerging adults to adulthood. Most importantly, this study explored how the deaf emerging adults viewed their transition experiences that by design were supposed to transition them to adulthood.

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APPENDICES

APPENDIX A

EXPERT SURVEY INSTRUMENT

The subsequent pages are facsimiles from the online collection tool.



THE UNIVERSITY OF GEORGIA

EXPERT STUDY – ADULT TASKS FOR TRANSITION

Informed Consent Form

Introduction

We are currently conducting a study about adult tasks that may or may not be included in transition programs for Deaf and hard of hearing emerging adults. The study is titled, Transitioning to Adulthood: Adult Developmental Tasks Included in Transition. We are trying to learn which tasks are important to include in transition programs to ensure the emerging adult is prepared for adulthood. We believe those who have reached independent adulthood and have the lived experience of being Deaf or hard of hearing throughout their own educational pursuits are considered experts in this topic. The study is being conducted by Sheryl Ballenger, a doctoral student from the Department of Adult Education at the University of Georgia, under the guidance of Dr. Thomas Valentine, Associate Professor of Adult Education (tvnj@uga.edu, 706-542-4017). The information you provide will be used in a dissertation prepared by Sheryl Ballenger and supervised by Dr. Thomas Valentine.

Procedures

This questionnaire will take approximately 30 minutes or less. Questions are designed to determine how important you think certain adult tasks are to teach students in their transition program. This questionnaire will be conducted with an online Qualtrics-created survey.

Risks/Discomforts

We do not foresee this study causing you any harm or discomfort. However, should you be uncomfortable about completing the questionnaire, simply close the program.

Benefits

It is hoped that through your participation, researchers will learn more about which adult tasks are important to teach deaf and hard of hearing students.

Confidentiality

Please note that participation is confidential. There is a limit to the confidentiality that can be guaranteed due to the technology itself. While the researcher may ensure the confidentiality of a participant by utilizing standard procedures (pseudonyms, etc.) when the researcher writes up the final research product, the researcher cannot ensure confidentiality during the actual Internet communication procedure. Your name and contact information will only be known to the researcher for the purpose of distributing the questionnaire. The researchers will destroy any information that could link you to your survey results within 2 months after completion of data collection. When we publish our findings, we will report our findings based on groups, not on individuals.

Compensation

There is no direct compensation, however participants may request a research summary if desired.

Participation

Participation in this research study is completely voluntary. You may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. We hope that you will choose to submit a completed questionnaire. If you desire to withdraw, please close your Internet browser and notify the principal investigator at this email: sheryl.ballenger@att.net. If you decide to withdraw from the study, the information that can be identified as yours will be kept as part of the study and may continue to be analyzed, unless you make a written request to remove, return, or destroy the information.

Questions about the Research

If you have any questions about this research – now or in the future – please contact Sheryl Ballenger via email sheryldb@uga.edu or Dr. Thomas Valentine via tvnj@uga.edu. The department's mailing address is the Department of Adult Education, 407 River's Crossing, The University of Georgia, Athens, GA 30602. For questions or problems that may arise during this study, please call or write: Human Subjects Office, The University of Georgia, 609, Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone No. (706) 542-3199; Email Address: IRB@uga.edu.

If you agree to participate, please continue by clicking the advance arrow below. Completing this questionnaire implies that you have read this information and consent to participate in the research.

THANK YOU FOR YOUR HELP WITH THIS IMPORTANT RESEARCH

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The ideal transition program would help to prepare students for a wide range of adult tasks. Your expert voice is needed to help me decide if these are the correct tasks to ask emerging adult students about. The following 7 sections, include 67 specific adult tasks that may or may not be included in transition programs for Deaf and hard of hearing students. At the end of the questionnaire is an area for you to suggest tasks that you think should have been included, but aren't.

Section 1. Establishing Independence

How important is it to include this task in transition programs?

	Not important	Somewhat important	Important	Very important	Essential
1. Helping emerging adults to become more independent from their parent(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Preparing emerging adults for residential independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Preparing emerging adults to be financially independent from parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Guiding emerging adults to understand the balance of independence and dependence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Guiding emerging adults to value self-reliance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Guiding emerging adults to develop personal values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Guiding emerging adults to recognize that one should not receive benefits from society without contributing to it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Preparing emerging adults to meet adult independent needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Exploring with emerging adults the typical milestones at certain ages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2. Vocation & Career

	Not important	Somewhat important	Important	Very important	Essential
10. Helping emerging adults learn to be tolerant of a wide range of persons in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Helping emerging adults to select an occupation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Helping emerging adults to prepare for their job or career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Preparing emerging adults to become employed full-time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Helping emerging adults understand the need for long-term career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Helping emerging adults understand the need to strive toward educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Preparing emerging adults to advocate for their disability needs in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Preparing emerging adults to request appropriate assistance in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Preparing emerging adults to coordinate different approaches to a task in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Preparing emerging adults to uphold their obligations in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Preparing emerging adults to achieve what they set out to do in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3. Home & Family Living

	Not important	Somewhat important	Important	Very important	Essential
21. Preparing emerging adults to understand their own gender identification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Helping emerging adults learn the importance of personal commitment to another as spouse or partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Preparing emerging adults to have meaningful lasting romantic relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Helping emerging adults to make good decisions about when and if to have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Preparing emerging adults for parenthood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Preparing emerging adults for budgeting family expenses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Helping emerging adults to understand consequences of their actions do affect their family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Preparing emerging adults for home-life responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4. Personal Development

	Not important	Somewhat important	Important	Very important	Essential
29. Helping emerging adults develop a positive outlook on life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Helping emerging adults develop a healthy self-image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Helping emerging adults respond to peer pressure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Helping emerging adults respect the rights of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Helping emerging adults to recognize other's opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Preparing emerging adults to become self-sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Helping emerging adults to understand their own values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Preparing emerging adults to attempt to live according to their own values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Helping emerging adults to think in degree, not just right and wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Instilling in emerging adults the fulfillment of living, growing and building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Helping emerging adults learn effective self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Helping emerging adults learn effective ways of expressing self.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5. Enjoyment of Leisure Time

	Not important	Somewhat important	Important	Very important	Essential
41. Helping emerging adults to appreciate leisure pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Helping emerging adults understand the need for balance in their life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Helping emerging adults understand how leisure is an important part of adult life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Preparing emerging adults with tools to make good decisions concerning leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Preparing emerging adults to spend leisure time constructively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Helping emerging adults understand effective use of leisure time contributes to happier families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Helping emerging adults to develop a personal interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Helping emerging adults to value leisure hobbies and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6. Health

	Not important	Somewhat important	Important	Very important	Essential
49. Helping emerging adults to value their physical body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Helping emerging adults learn to stay healthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Helping emerging adults to value good nutrition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Helping emerging adults learn the consequences of alcohol use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Helping emerging adults learn the consequences of illegal drug use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Helping emerging adults to learn about safe-sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Helping emerging adults to decide to obey rules of safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Preparing emerging adults to establish a responsible schedule of waking and sleeping.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Preparing emerging adults to manage own health appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7. Community Living

	Not important	Somewhat important	Important	Very important	Essential
58. Helping emerging adults to understand consequences of their actions affect others in their communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Helping emerging adults learn to effectively communicate with a wide range of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Preparing emerging adults to be respectful in dealing with people who are different from them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Helping emerging adults to value differences in individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Guiding emerging adults to honor their commitments to other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Helping emerging adults to develop a healthy concern for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Helping emerging adults learn to value others as they are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Guiding emerging adults to develop a sense of generosity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Preparing emerging adults to become socially responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Preparing emerging adults to develop an interest in civic issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 8. Your Comments and Suggestions

Please list other tasks that might have been omitted and any comments or suggestions.

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Demographic Section

68. In what year were you born?

69. Gender?

- ☐ Male
☐ Female

70. What is your race/ethnicity?

71. Are you Deaf or hard of hearing?

- ☐ Yes
☐ No

72. What is the highest level of education you have earned?

- ☐ High School diploma or less
☐ Associate degree
☐ Bachelor's (4-year) degree
☐ Master's degree
☐ Doctorate degree
☐ Other

73. How many years have you worked as an educator and/or educational administrator?

74. In what type of institution do you currently work?

- ☐ College or University
☐ Public school (K-12)
☐ School for the Deaf
☐ Community/non-profit agency
☐ Government agency
☐ For profit company or organization
☐ Other

75. What is your current job title?

Thank you for sharing your expert opinions.

APPENDIX B

DEAF EMERGING ADULT SURVEY INSTRUMENT

The subsequent pages are facsimiles from the online collection tool.



THE UNIVERSITY OF GEORGIA

EMERGING ADULT TASKS FOR TRANSITION Informed Consent Form

Introduction

We are currently conducting a study about adult tasks that may or may not be included in transition programs for Deaf and hard of hearing emerging adults. The study is titled, Transitioning to Adulthood: Adult Developmental Tasks Included in Transition. We are trying to learn which tasks are important to include in transition programs to ensure the emerging adult is prepared for adulthood. We believe those who have reached completion of high school or who have recently graduated and are Deaf or hard of hearing are the best to answer whether or not their transition program included certain adult tasks. The study is being conducted by Sheryl Ballenger, a doctoral student from the Department of Adult Education at the University of Georgia, under the guidance of Dr. Thomas Valentine, Associate Professor of Adult Education (tvnj@uga.edu, 706-542-4017). The information you provide will be used in a dissertation prepared by Sheryl Ballenger and supervised by Dr. Thomas Valentine.

Procedures

This questionnaire will take approximately 20 minutes or less. Questions are designed to determine if you were taught certain adult tasks in your transition program. This questionnaire will be conducted with an online Qualtrics-created survey.

Risks/Discomforts

We do not foresee this study causing you any harm or discomfort. However, should you be uncomfortable about completing the questionnaire, simply close the program.

Benefits

It is hoped that through your participation, researchers will learn more about which adult tasks are important to teach deaf and hard of hearing students.

Confidentiality

Please note that participation is confidential. There is a limit to the confidentiality that can be guaranteed due to the technology itself. While the researcher may ensure the confidentiality of a participant by utilizing standard procedures (pseudonyms, etc.) when the researcher writes up the final research product, the researcher cannot ensure confidentiality during the actual Internet communication procedure. Your name and contact information will only be known to the researcher for the purpose of distributing the questionnaire. The researchers will destroy any information that could link you to your survey results within 2 months after completion of data collection. When we publish our findings, we will report our findings based on groups, not on individuals.

Compensation

There is no direct compensation, however participants may request a research summary if desired.

Participation

Participation in this research study is completely voluntary. You may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. We hope that you will choose to submit a completed questionnaire. If you desire to withdraw, please close your Internet browser and notify the principal investigator at this email: sheryl.ballenger@att.net. If you decide to withdraw from the study, the information that can be identified as yours will be kept as part of the study and may continue to be analyzed, unless you make a written request to remove, return, or destroy the information.

Questions about the Research

If you have any questions about this research – now or in the future – please contact Sheryl Ballenger via email sheryldb@uga.edu or Dr. Thomas Valentine via tvnj@uga.edu. The department's mailing address is the Department of Adult Education, 407 River's Crossing, The University of Georgia, Athens, GA 30602. For questions or problems that may arise during this study, please call or write: Human Subjects Office, The University of Georgia, 609, Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone No. (706) 542-3199; Email Address: IRB@uga.edu.

If you agree to participate, please continue by clicking the advance arrow below. Completing this questionnaire implies that you have read this information and consent to participate in the research.

THANK YOU FOR YOUR HELP WITH THIS IMPORTANT RESEARCH

>>

Survey Powered By [Qualtrics](#)



THE UNIVERSITY OF GEORGIA

The ideal transition program would help to prepare students who are emerging into adulthood for a wide range of adult tasks. Your experience is needed to help me decide if these tasks were included in your transition program.

Think back to your own experiences during your high school years in your transition program. Please read the list of tasks below. How much were each of the following tasks covered in your transition program?

There are 38 specific adult tasks, plus 7 demographic questions.

Section 1. Establishing Independence

How much were each of the following tasks covered in your transition program?

	Not at all	A little	A lot
1. Helping emerging adults to become more independent from their parent(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Preparing emerging adults for residential independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Guiding emerging adults to understand the balance of independence and dependence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Guiding emerging adults to value self-reliance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Guiding emerging adults to develop personal values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Preparing emerging adults to meet adult independent needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2. Vocation & Career

How much were each of the following tasks covered in your transition program?

	Not at all	A little	A lot
7. Helping emerging adults learn to work with different types of people in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Helping emerging adults to prepare for their job or career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Preparing emerging adults to advocate for their disability needs in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Preparing emerging adults to request appropriate assistance in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Preparing emerging adults to coordinate different approaches to a task in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Preparing emerging adults to achieve what they set out to do in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3. Home & Family Living

How much were each of the following tasks covered in your transition program?

	Not at all	A little	A lot
13. Helping emerging adults to make good decisions about when and if to have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Preparing emerging adults for parenthood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Preparing emerging adults for budgeting family expenses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Helping emerging adults to understand consequences of their actions do affect their family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Preparing emerging adults for home-life responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4. Personal Development

How much were each of the following tasks covered in your transition program?

	Not at all	A little	A lot
18. Helping emerging adults develop a positive outlook on life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Helping emerging adults develop a healthy self-image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Helping emerging adults respond to peer pressure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Helping emerging adults respect the rights of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Helping emerging adults to respect other's opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Preparing emerging adults to become self-sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Helping emerging adults to understand their own values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Helping emerging adults learn effective self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Helping emerging adults learn effective ways of expressing self.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5. Health

How much were each of the following tasks covered in your transition program?

	Not at all	A little	A lot
27. Helping emerging adults to value their physical body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Helping emerging adults learn to stay healthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Helping emerging adults to value good nutrition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Helping emerging adults to learn about safe-sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Preparing emerging adults to manage own health appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6. Community Living

How much were each of the following tasks covered in your transition program?

	Not at all	A little	A lot
32. Helping emerging adults to understand consequences of their actions affect others in their communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Helping emerging adults learn to effectively communicate with a wide range of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Preparing emerging adults to be respectful in dealing with people who are different from them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Helping emerging adults to value differences in individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Helping emerging adults learn to value others as they are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Preparing emerging adults to become socially responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Preparing emerging adults to develop an interest in political involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< >>



Demographic Section

39. In what year were you born?

40. Gender?

- ☐ Male
☐ Female

41. What is your race/ethnicity?

42. Are you Deaf or hard of hearing?

- ☐ Yes
☐ No

43. What is the highest level of education you have earned?

- ☐ High School diploma or less
☐ Associate degree
☐ Bachelor's (4-year) degree

44. How many years did you receive transition services?

45. In what type of institution did you attend for high school?

- ☐ Private school
☐ Public mainstream school
☐ School for the Deaf
☐ No high school

Thank you for sharing your experience

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APPENDIX C

DEAF EMERGING ADULT MOBILE SURVEY INSTRUMENT

The subsequent pages are facsimiles from the online collection tool.

Note: The mobile version of the survey did not lend itself to print reproduction. What you will see is the first item in each construct is expanded to show the response scale. After a participant selected an answer, the next item expanded automatically.



THE UNIVERSITY OF GEORGIA

If you agree to participate, please continue by clicking the advance arrow below. Completing this survey implies that you have [read this information](#) and consent to participate in the research.

THANK YOU FOR YOUR HELP WITH THIS IMPORTANT RESEARCH

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Survey Powered By [Qualtrics](#)



Think back to your own experiences during your high school years in your transition program. How much were each of the following tasks covered in your transition program?

Section 1. Establishing Independence

Did your transition program include?

1. Helping you to become more independent from your parent(s).



☐ Not at all

☐ A little

☐ A lot

2. Preparing you for residential independence.



3. Guiding you to understand the balance of independence and dependence.



4. Guiding you to value self-reliance.



5. Guiding you to develop personal values.



6. Preparing you to meet adult independent needs.



Section 2. Vocation & Career

Did your transition program include?

7. Helping you learn to work with different types of people in the workplace.



☐ Not at all

☐ A little

☐ A lot

8. Helping you to prepare for your job or career.



9. Preparing you to advocate for your disability needs in the workplace.



10. Preparing you to request appropriate assistance in the workplace.



11. Preparing you to coordinate different approaches to a task in the workplace.



12. Preparing you to achieve what you set out to do in the workplace.



Section 3. Home & Family Living

Did your transition program include?

13. Helping you to make good decisions about when and if to have children.



- ☐ Not at all
- ☐ A little
- ☐ A lot

14. Preparing you for parenthood.



15. Preparing you for budgeting family expenses.



16. Helping you to understand the consequences of your actions do affect your family.



17. Preparing you for home-life responsibilities.



Section 4. Personal Development

Did your transition program include?

18. Helping you develop a positive outlook on life.



☐ Not at all

☐ A little

☐ A lot

19. Helping you develop a healthy self-image.



20. Helping you respond to peer pressure.



21. Helping you respect the rights of others.



22. Helping you to respect other's opinions.



23. Preparing you to become self-sufficient.



24. Helping you to understand your own values.



25. Helping you learn effective self-control.



26. Helping you learn effective ways of expressing self.



Section 5. Health

Did your transition program include?

27. Helping you value your physical body.



☐ Not at all

☐ A little

☐ A lot

28. Helping you learn to stay healthy.



29. Helping you value good nutrition.



30. Helping you learn about safe-sex.



31. Preparing you to manage your health appointments.



Section 6. Community Living

Did your transition program include?

32. Helping you understand the consequences of your actions affect others in your community.



☐ Not at all

☐ A little

☐ A lot

33. Helping you learn to effectively communicate with a wide range of people.



34. Preparing you to be respectful in dealing with people who are different from you.



35. Helping you value differences in individuals.



36. Helping you learn to value others as they are.



37. Preparing you to become socially responsible.



38. Preparing you to develop an interest in political involvement.



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Survey Powered By [Qualtrics](#)



Demographic Section

39. In what year were you born?

40. Gender?

- ☐ Male
☐ Female

41. What is your race/ethnicity?

42. Are you Deaf or hard of hearing?

- ☐ Yes
☐ No

43. What is the highest level of education you have earned?

- ☐ High School diploma or less
☐ Associate degree
☐ Bachelor's (4-year) degree

44. How many years did you receive transition services?

45. In what type of institution did you attend for high school?

- ☐ Private school
☐ Public mainstream school
☐ School for the Deaf
☐ No high school

Thank you for sharing your experience

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APPENDIX D

THE NSTTAC INDICATOR 13 CHECKLIST; VERSIONS A and B

NSTTAC Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If yes to all three guiding questions, then circle Y OR if a postsecondary goal is <i>not</i> stated, circle N	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If yes, then circle Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? • If yes, then circle Y OR if no, then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation • If yes, then circle Y OR if no, then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? • If yes, then circle Y OR if no, then circle N	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then circle Y OR if no, then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting. (e.g. a letter inviting the student to the meeting)? • If yes, then circle Y OR if no, then circle N	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? • If yes to both, then circle Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA	
Does the IEP meet the requirements of Indicator 13? (Circle one)	
Yes (all Ys or NAs for each item (1 – 8) on the Checklist) or No (one or more Ns circled)	

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Questions	Postsecondary Goals			
	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N				
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then circle Y OR if the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then circle Y OR if no, then circle N				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then circle Y OR if no, then circle N				
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then circle Y OR if no, then circle N				
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then circle Y OR if no, then circle N				
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then circle Y OR if no, then circle N				
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then circle Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA				
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)				

APPENDIX E

TRI-STATE TRANSITION SLIDE GUIDE



Tri-State Transition Slide Guide

This guide was developed as a joint effort between the Delaware Department of Education, the Pennsylvania Department of Education, and the Virginia Department of Education utilizing funds under a grant supported by the Office of Special Education and Rehabilitative Services (OSERS) grant # 0101-8001

18-21 Year Old Students	16-17 Year Old Students	15-16 Year Old Students	14-15 Year Old Students	12-14 Year Old Students	10-12 Year Old Students
<ul style="list-style-type: none"> • Direct personal assistance services • Understand cultural diversity • Understand and use cause and effect strategies • Consider others' points of view • Further develop self-advocacy skills as they relate to your post-secondary goals • Assume adult rights and responsibilities 	<ul style="list-style-type: none"> • Realize and understand barriers and solutions • Independently discuss with high school staff needed accommodations and supports • Understand adult rights and responsibilities • Continue leading IEP Meeting provide direct input into the development of your IEP goals • Take college entrance exam • Maintain academic success • Complete college applications • Participate in a college prep program • Apply for scholarship opportunities and funding sources • Contact disability services office(s) to determine needed documentation and available supports 	<ul style="list-style-type: none"> • Continue involvement in assessment process - state how these results relate to your post-secondary goals • Describe issues related to self-disclosure (when, what, how) • Continue leading IEP - include in IEP issues related to AT, Health Care, and Transportation • Define self-success • Begin more specific post-school planning (college vs. employment) • Discuss entitlement vs. eligibility issues • Actively participate in high school scheduling • State prerequisites for further training (PSAT, SAT, CE assessment) • Investigate scholarship opportunities and funding sources 	<ul style="list-style-type: none"> • Participate in assessments and understand how the results relate to your transition plan • Become an active member of your IEP - Student led IEP • Identify and begin coordination of supports/create a circle of support • Appropriately express wants and needs • Develop graduation credit plan • Explore/visit postsecondary school • Understand which areas you need for support - explore use of assistive technology • Understand actions and consequences 	<ul style="list-style-type: none"> • Evaluate how your disability impacts your daily life • Describe what accommodations you use • Explain how your accommodations help you • Provide information at your IEP meeting regarding how you learn best, your likes, dislikes, dreams • Demonstrate time management skills • Demonstrate organizational skills • State the requirements of high school classes and your options for high school programs/courses of study • Explore the acceptance requirements for postsecondary schools 	<ul style="list-style-type: none"> • Describe and know your disability • Identify what your needs/fears are in school and the community • Explain who helps you in school and the community • Know what an IEP meeting is and participate in your meeting • Describe what classes you enjoy • Explain your likes and dislikes in and out of school • Demonstrate problem solving strategies • Identify your learning style
<ul style="list-style-type: none"> • Develop skills for employment/volunteer position sustainability • Master employability skills • Acquire the accommodations and supports needed for employment • Make use of private/government resources for employment 	<ul style="list-style-type: none"> • Continue development of career portfolio include updates to all documents • Begin narrowing job selection from just "a job to make money" vs. "a job that interests you" • State and know how to acquire the accommodations and supports needed for employment • Discuss what additional training/ skills are needed to continue or enhance employment • Engage in competitive employment 	<ul style="list-style-type: none"> • Continue career exploration - situational assessments • Continue development of career portfolio include resume development • Identify and explore all sources of potential employment • Understand/state what it is that you can "bring" to an employer • Understand private/government resources for employment 	<ul style="list-style-type: none"> • Continue career exploration - participate in job shadowing • Continue development of career portfolio include copies of assessment, work samples, etc. - link this information to your Summary of Performance • Begin to set post high school goals • Evaluate future financial needs and how these relate to career choices 	<ul style="list-style-type: none"> • Describe employability skills • Explore Career and Technical Education Program options • Begin developing career portfolio - including copies of required identification • Engage in community service/volunteering 	<ul style="list-style-type: none"> • Complete chores at home • Explore and discuss what you want to do in life (hobbies/dreams) • Demonstrate the ability to make choices/develop decision making strategies • Follow directions/finish what you start
<ul style="list-style-type: none"> • Develop a plan for a balanced life (time management, school, work, leisure) • Register for selective service/ Register to vote • Finalize independent living arrangements and community connections • Engage with adult supports to ensure a coordination of services 	<ul style="list-style-type: none"> • Begin assuming and transfer of responsibility for health needs • Continue making healthy choices • Continue community involvement ensuring healthy lifestyle choices and understanding of risk behaviors • Continue involvement with the adult agencies that will assist you • Develop financial literacy skills • Describe potential changes to current benefits if employed 	<ul style="list-style-type: none"> • Describe what adult agencies can help you and connect with these agencies • Continue to develop healthy relationships that have a positive impact on your future • Understand what in the community is important to you and for you and further engage in these activities • Assess and know how to access transportation options 	<ul style="list-style-type: none"> • Implement a time/money management plan • Explore transportation options (practice mobility skills) • Understand health/medical needs • Be informed of issues related to sexuality • Engage in community opportunities (community service, faith-based activities, youth groups, etc.) 	<ul style="list-style-type: none"> • State your health care requirements and medication needs • Continue and expand engagement in extracurricular/community activities • Establish relationships (peers, friends, mentors) • Learn about resources in your community that can help you • Practice safe and suitable technology use 	<ul style="list-style-type: none"> • Eat healthy and exercise • Engage in extracurricular/community activities • Encourage friendships and understand what it means to be a good friend • Use assistive technology

▲ Slide out to see all age groups listed. ▲

Self-Determination	Postsecondary Education & Training	Employment	Independent Living (Community Participation)
QUESTIONS TO CONSIDER			
<ul style="list-style-type: none"> How do you make decisions and use community resources? How do you talk about your disability and what you need for support? What are your goals and what is your plan to reach them? 	<ul style="list-style-type: none"> What postsecondary education/training options are available for you? What documentation do you need to be eligible for disability related services? What types of accommodations can you receive from postsecondary education/training programs? 	<ul style="list-style-type: none"> What are your career goals? How will you reach those goals? What supports and/or resources do you need to reach your vocational goals? 	<ul style="list-style-type: none"> Where do you want to live as an adult? What kind of supports will you need for transportation, medical issues, daily living and leisure time activities and how will you pay for what you need? How will you maintain and increase your social network?
RESOURCES			
Self Determination http://education.ou.edu/zarrow http://www.indetermined.org - VA http://payouthleaders.ning.com - PA http://www.alife4me.com - VA	Preparing for College http://www.pepnet.org/transition.asp http://www.going-to-college.org (VA) http://www.educationplanner.com/education_planner http://www.health.gwu.edu http://www.collegebound.net http://www.thinkcollege.net https://myround.collegeboard.com http://vacollegequest.org (VA) http://www.vccs.edu/Default.aspx?tabid=789 (VA)	Employment http://www.ncwd-youth.info/index.html http://www.careervoyages.gov SSI and SSDI Work Incentives http://www.ssa.gov/disabilityresearch/wi/generalinfo.htm Employment Search Engine http://monster.com Career Interest & Occupational Information http://online.onetcenter.org http://www.schoolfinder.com/careers/3step1.asp http://www.bls.gov/k12 http://www.acinet.org http://www.pacareerzone.org PA https://joblink.delaware.gov/ada/DE http://vawizard.org VA	Independent Living http://www.disabilityinfo.gov http://www.itru.org/html/publications/directory/index.html http://www.transitionmaple.org (DE) http://www.transitionmap.org (PA) Health http://www.healthfinder.gov http://www.hrtw.org Volunteering http://www.ameritcorps.gov http://www.handsnetwork.org Recreation and Leisure http://www.ymca.net http://www.dsusa.org http://collectors.org http://specialolympics.org Benefits & Financial Planning http://www.ssa.gov http://www.govbenefits.gov http://www.dlg.wa.gov/teenconsumer
Assistive Technology http://www.fcd.info http://www.atap.org/atap http://www.jan.vvu.edu General Transition Sites http://www.sharedwork.org http://www.nsttac.org http://www.pacer.org	Preparing for Career & Technical Education http://www.khake.com/page36.html http://www.collegebound.net/vocational-school-guide http://www.pacareerstandards.com (PA) http://www.cteresource.org (VA) http://www.YesYouCanDe.com (DE) Scholarship Search http://fastweb.com		

APPENDIX F
ITEM POOL WORKSHEET

1. Increased responsibility	Shulman and Ben-Artzi (2003)
2. A more articulated outlook on life.	Shulman and Ben-Artzi (2003)
3. Developing the ability to cope with difficulties	Lieblich (1990)
4 Solving daily and psychological problems	Lieblich (1990)
5. Widening horizons while interacting with various persons and institutions”.	Lieblich (1990)
6. Educational and occupational achievement	Hogan and Astone (1986)
7. Financial and residential independence	Hogan and Astone (1986)
8. Independence from parental influence	Hogan and Astone (1986)
9. Establishment of romantic relationships	Hogan and Astone (1986)
10. Acquiring a set of values and an ethical system to guide behavior	Havighurst (1972)
11. Preparing for marriage and family life	Havighurst (1972)
12. Selecting and preparing for an occupation	Havighurst (1972)
13. Learning to get along with friends of both sexes	Havighurst (1948)
14. Accepting one's physical body and keeping it healthy	Havighurst (1948)
15. Becoming more self-sufficient.	Havighurst (1948)
16. Making decisions about marriage and family life.	Havighurst (1948)
17. Preparing for a job or career.	Havighurst (1948)
18. Acquiring a set of values to guide behavior	Havighurst (1948)
19. Becoming socially responsible	Havighurst (1948)
20. (Adolescence) Tries integrating many roles (child, sibling, student, athlete, worker) into a self-image under role model and peer pressure	Erikson (1968)
21. (Young Adult) Learns to make personal commitment to another as spouse, parent or partner	Erikson (1968)
22. (Achieving Competence) Development of intellectual and social abilities	Chickering and Reisser (1993)
23. (Achieving Competence) Physical and manual skills	Chickering and Reisser (1993)
24. (Achieving Competence) Confidence individuals have in their ability to cope with what comes and to achieve successfully what they set out to do	Chickering and Reisser (1993)
25. (Managing Emotions) Become aware of personal feelings and recognize that they provide information relevant to contemplated behavior or to decisions about future plans	Chickering and Reisser (1993)
26. (Managing Emotions) New and more useful patterns of expression and control can be achieved.	Chickering and Reisser (1993)
27. (Becoming Autonomous) Mature autonomy	Chickering and Reisser (1993)

requires emotional independence - freedom from continual and pressing needs for reassurance and approval	
28. (Becoming Autonomous) Mature autonomy requires emotional independence - instrumental independence - the ability to carry on activities and cope with problems.	Chickering and Reisser (1993)
29. (Becoming Autonomous) No longer seeking help from others and also being able to be mobile in relation to one's needs.	Chickering and Reisser (1993)
30. (Becoming Autonomous) Individual must accept interdependence, recognizing that one cannot receive benefits from a social structure without contributing to it	Chickering and Reisser (1993)
31. (Becoming Autonomous) Recognize personal rights have a corollary social responsibility	Chickering and Reisser (1993)
32. (Establishing Identity) Identity is confidence in one's ability to maintain inner sameness and continuity	Chickering and Reisser (1993)
33. (Establishing Identity) To reach this stage, one must understand one's physical needs, characteristics, and personal appearance	Chickering and Reisser (1993)
34. (Establishing Identity) Being sure of sexual identification and appropriate roles and behavior	Chickering and Reisser (1993)
35. (Freeing Interpersonal Relationships) Able to express greater trust, independence and individuality in relationships	Chickering and Reisser (1993)
36. Freeing Interpersonal Relationships) Less anxiety and defensiveness and more friendliness, spontaneity, warmth and respectfulness	Chickering and Reisser (1993)
37. (Freeing Interpersonal Relationships) Developing tolerance for a wide range of persons	Chickering and Reisser (1993)
38. (Clarifying Purposes) Formulate plans and priorities that integrate vocational and leisure-time interests, vocational plans, and life-style consideration	Chickering and Reisser (1993)
39. (Developing Integrity) Making one's values both more personal and more human.	Chickering and Reisser (1993)
40. (Developing Integrity) One examines and selects a personally valid set of beliefs that have some internal consistency and provide a guide for behavior	Chickering and Reisser (1993)
41 (Developing Integrity) One drops a literal belief in the absoluteness of rules and adopts a more	Chickering and Reisser (1993)

relative view	
42. (Developing Integrity) One must also develop congruence, that is, begin to act in accordance with these personal values	Chickering and Reisser (1993)
43. (Independence) Establish equal relationship with parents	Arnett (2000)
44. (Independence) Financially independent from parents	Arnett (2000)
45. (Independence) No longer living in parent's household	Arnett (2000)
46. (Independence) Not deeply tied to parents emotionally	Arnett (2000)
47. (Independence) Accept responsibility for the consequences of your actions	Arnett (2000)
48. (Independence) Decide on personal beliefs and values independently of parents and other influences	Arnett (2000)
49. (Interdependence) Committed to long-term love relationship	Arnett (2000)
50. (Interdependence) Make life-long commitments to others	Arnett (2000)
51. (Interdependence) Learn always to have good control over your emotions	Arnett (2000)
52. (Interdependence) Become less self-oriented, develop greater consideration for others	Arnett (2000)
53. (Role Transitions) Finish education	Arnett (2000)
54. (Role Transitions) Married	Arnett (2000)
55. (Role Transitions) Have at least one child	Arnett (2000)
56. (Role Transitions) Become employed full-time	Arnett (2000)
57. (Role Transitions) Settle into a long-term career	Arnett (2000)
58. (Role Transitions) Purchase house	Arnett (2000)
59. (Norm Compliance) Avoid becoming drunk	Arnett (2000)
60. (Norm Compliance) Avoid illegal drugs	Arnett (2000)
61. (Norm Compliance) Avoid drunk driving	Arnett (2000)
62. (Norm Compliance) Avoid committing petty crimes like vandalism and shoplifting	Arnett (2000)
63. (Norm Compliance) Have no more than one sexual partner	Arnett (2000)
64. (Norm Compliance) Drive safely and close to speed limit	Arnett (2000)
65. (Norm Compliance) Avoid use of profanity/vulgar language	Arnett (2000)
66. (Norm Compliance) Use contraception if	Arnett (2000)

sexually active and not trying to conceive a child	
67. (Biological Transitions) Grow to full height	Arnett (2000)
68. (Biological Transitions) Become biologically capable of bearing children	Arnett (2000)
69. (Biological Transitions) Have had sexual intercourse	Arnett (2000)
70. (Chronological Transitions) Have obtained driver's license and can drive automobile	Arnett (2000)
71. (Chronological Transitions) Reached age eighteen/ Reached age twenty-one	Arnett (2000)
72. (Conformist Stage) Identifies own welfare with that of the group	Loevinger (1976)
73. (Conformist Stage) Attempts to model behavior along the lines of group expectations	Loevinger (1976)
74. (Self Aware level) Increased self awareness	Loevinger (1976)
75. (Self Aware Level) Acceptance of individual differences and shadings of feelings and opinions	Loevinger (1976)
76. (Conscientious Stage) Rules and ideals are formed and person attempts to live by them	Loevinger (1976)
77. (Conscientious Stage) View of other people becomes more individualistic and relationship more mutual	Loevinger (1976)
78. (Individualistic Level) Focused on the question of independence and dependence	Loevinger (1976)
79. (Individualistic Level) More aware of inner conflict	Loevinger (1976)
80. (Individualistic Level) Fully independent	Loevinger (1976)
81. (Individualistic Level) Acknowledge and deal with inner conflict	Loevinger (1976)
82. (Individualistic Level) Others are accepted and cherished for what and who they are, with no attempt to make them over.	Loevinger (1976)
83. (Operational Thinking) To make use of class and subclass	Piaget (1990)
84. (Operational Thinking) To think in degree, not just black & white	Piaget (1990)
85. (Operational Thinking) To coordinate different approaches	Piaget (1990)
86. (Operational Thinking) Distinguish between various points of view	Piaget (1990)
87. Moving out of family home	Levinson (1977)
88. Establishing psychological distance from parents	Levinson (1977)

89. A time of exploration and provisional commitment to adult roles	Levinson (1977)
90. Fashioning an initial “life structure” in areas of occupation and interpersonal	Levinson (1977)
91. A strong desire to get away from parents	Gould (1978)
92. Feel halfway out of family and worry about being reclaimed	Gould (1978)
93. Peer group is an important ally in cutting family ties	Gould (1978)
94. Feel established, autonomous and separate from family	Gould (1978)
95. Feel great self reliance	Gould (1978)
96. Feel that “now” is the time for living, growing, and building	Gould (1978)
97. Finding a preliminary adult identity	Hauser and Greene (1991)
98. Deciding upon a value system that is compatible with both self and society	Hauser and Greene (1991)
99. Making interpersonal commitments	Hauser and Greene (1991)
100. Making occupational commitments	Hauser and Greene (1991)
101. Striving for autonomy and greater responsibility	Blos (1979)
102. Ability to make decisions	Shulman & Ben-Artzi 2003
103. Carries out a responsible schedule of waking and sleeping that is appropriate for activities	Ballenger
104. Ability to coordinate own schedule, transportation, and daily needs	Ballenger
105. Manage personal hygiene, grooming and appropriate dress	Ballenger
106. Ability to advocate for self and request appropriate assistance	Ballenger
107. Able to manage own health and audiology appointments	Ballenger
108. Manage obligations	Ballenger
109. Engage in acceptable level of leisure activity	Ballenger
110. Have an opinion about a civic issue and engage in a socially acceptable manner	Ballenger
111. Have a sense of altruism – doing something for others because it is right	Ballenger
112. Extinguish childhood fears, “put your big-girl panties on”	Ballenger
113. Understand consequences of your actions or inactions affect your future	Ballenger
114. Understand consequences of your actions or inactions affect people around you.	Ballenger

APPENDIX G

ITEM POOL WORKSHEET STANDARDIZED WITH CONSTRUCTS

Adult Roles 1- Establish Independence 2- Vocation & Career 3 – Home & Family Life 4 –Personal Development 5- Enjoyment of Leisure Time 6- Health 7 Community Living		Adult Dimensions S- Self Portraying B- Body Concepts I- Interaction Strategies N- Normative Orientation T- Time Schedules	
Combined Codes	Standardized Grammar Items	Original item	Source
1. 1B	69. (similar to 3B -66).	69. (Biological Transitions) Have had sexual intercourse	Arnett
2. 1S	8. Helping emerging adults become more independent from their parent(s)	8. Independence from parental influence	Hogan and Astone
3. 1S	43. Preparing emerging adults to establish an equal relationship with parents.	43. (Independence) Establish equal relationship with parents	Arnett
4. 1S	88. Preparing emerging adults to establish psychological distance from parents.	88. Establishing psychological distance from parents	Levinson
5. 1S	91. (Eliminate, see 1S -8)	91. A strong desire to get away from parents	Gould
6. 1S	92. Helping emerging adults with feelings of desiring to become independent from parents and separating from parents. (Population – parents keep dependent for SSI).	92. Feel halfway out of family and worry about being reclaimed	Gould
7. 1N	7. Preparing emerging adults for financial and residential independence.	7. Financial and residential independence	Hogan and Astone
8. 1N	29. Preparing emerging adults to no longer seek help from others and to become mobile in relation to their own needs.	29. (Becoming Autonomous) No longer seeking help from others and also being able to be mobile in relation to one's needs.	Chickering and Reisser
9. 1N	44. Preparing emerging adults	44. (Independence)	Arnett

	to be financially independent from parents.	Financially independent from parents	
10. 1N	45. Preparing emerging adults to no longer live in parent's household.	45. (Independence) No longer living in parent's household	Arnett
11. 1N	48. Helping emerging adults to decide on personal beliefs and values independent of parents and others influences.	48. (Independence) Decide on personal beliefs and values independently of parents and other influences	Arnett
12. 1N	58. Preparing emerging adults to make good decisions about their housing	58. (Role Transitions) Purchase house	Arnett
13. 1N	64. Helping emerging adults to decide to obey rules of safety	64. (Norm Compliance) Drive safely and close to speed limit	Arnett
14. 1N	78. Exploring with emerging adults the questions of independence and dependence.	78. (Individualistic Level) Focused on the question of independence and dependence	Loevinger
15. 1N	80. Helping emerging adults learn what it means to be fully independent.	80. (Individualistic Level) Fully independent	Loevinger
16. 1N	87. (eliminate, see 1N-45).	87. Moving out of family home	Levinson
17. 1N	94. Exploring with emerging adults the feelings of being established, autonomous, and separate from family.	94. Feel established, autonomous and separate from family	Gould
18. 1N	95. Helping emerging adults feel self reliance.	95. Feel great self reliance	Gould
19. 1N	101. Preparing emerging adults to strive for autonomy and greater responsibility.	101. Striving for autonomy and greater responsibility	Blos
20. 1B	27. Preparing emerging adults for emotional independence – freedom from continual reassurance and approval.	27. (Becoming Autonomous) Mature autonomy requires emotional independence - freedom from	Chickering and Reisser

		continual and pressing needs for reassurance and approval	
21. 1B	46. Preparing emerging adults to reduce emotional dependence on parents.	46. (Independence) Not deeply tied to parents emotionally	Arnett
22. 1B	97. Helping emerging adults to find a preliminary adult identity.	97. Finding a preliminary adult identity	Hauser and Greene
23, 1B	102. Preparing emerging adults with tools to make good decisions.	102. Ability to make decisions	Shulman & Ben-Artzi
24. 1I	4. Helping emerging adults develop ways to solve daily and psychological problems.	4 Solving daily and psychological problems	Lieblich
25. 1I	28. Helping emerging adults to achieve instrumental independence – the ability to carry on activities and cope with problems.	28. (Becoming Autonomous) Mature autonomy requires emotional independence - instrumental independence - the ability to carry on activities and cope with problems.	Chickering and Reisser
26. 1I	30. Helping emerging adults learn importance of interdependence, recognizing that one cannot receive benefits from society without contributing to it.	30. (Becoming Autonomous) Individual must accept interdependence, recognizing that one cannot receive benefits from a social structure without contributing to it	Chickering and Reisser
27. 1I	70. Preparing emerging adults to meet adult transportation expectations.	70. (Chronological Transitions) Have obtained driver's license and can drive automobile	Arnett
28. 1T	71. Exploring with emerging adults societal chronologically aged milestones and expectations.	71. (Chronological Transitions) Reached age eighteen/ Reached age twenty-one	Arnett
29. 1T	103. Instilling in emerging adults the importance of a	103. Carries out a responsible schedule	Ballenger

	responsible schedule of waking and sleeping.	of waking and sleeping that is appropriate for activities	
30. 1T	104-1. Preparing emerging adults to develop time management skills.	104. Ability to coordinate own schedule, transportation, and daily needs	Ballenger
31. 1T	104-2. Preparing emerging adults to plan own transportation and daily needs.	104. Ability to coordinate own schedule, transportation, and daily needs	Ballenger
32. 1T	107. Preparing emerging adults to manage own health and audiology appointments.	107. Able to manage own health and audiology appointments	Ballenger
33. 1T	113. Helping emerging adults to understand consequences of their actions or inactions affect their future. (similar to 7S – 114 - others)	113. Understand consequences of your or inactions affect your future	Ballenger
1. 2S	24 -1. Providing emerging adults opportunities to develop confidence in their ability to cope with what comes.	24. (Achieving Competence) Confidence individuals have in their ability to cope with what comes and to achieve successfully what they set out to do	Chickering and Reisser
2. 2S	24 -2. Providing emerging adults opportunities to achieve successfully what they set out to do.	24. (Achieving Competence) Confidence individuals have in their ability to cope with what comes and to achieve successfully what they set out to do	Chickering and Reisser
3. 2S	37. Helping emerging adults learn to be tolerant of a wide range of persons.	37. (Freeing Interpersonal Relationships) Developing tolerance for a wide range of persons	Chickering and Reisser
4. 2N	6. Preparing emerging adults	6. Educational and	Hogan and

	for educational and occupational achievement.	occupational achievement	Astone
5. 2N	12. Helping emerging adults to select and prepare for an occupation.	12. Selecting and preparing for an occupation	Havighurst
6. 2N	17. Preparing emerging adults for a job or career. (regardless of college attendance)	17. Preparing for a job or career.	Havighurst
7. 2N	22-1. Helping emerging adults to develop intellectual abilities.	22. (Achieving Competence) Development of intellectual and social abilities	Chickering and Reisser
8. 2N	22-2. Helping emerging adults to develop social abilities.	22. (Achieving Competence) Development of intellectual and social abilities	Chickering and Reisser
9. 2N	56. Preparing emerging adults to become employed full-time.	56. (Role Transitions) Become employed full-time	Arnett
10. 2N	57. Helping emerging adults understand the need for long-term career development	57. (Role Transitions) Settle into a long-term career	Arnett
11. 2N	100. Helping emerging adults to make occupational commitments.	100. Making occupational commitments	Hauser and Greene
12. 2N	108. Preparing emerging adults to manage and uphold their obligations.	108. Manage obligations	Ballenger
13. 2B	23. Helping emerging adults to develop physical and manual skills (possibly with assistive technology)	23. (Achieving Competence) Physical and manual skills	Chickering and Reisser
14. 2B	51. Helping emerging adults to always have good control over their emotions.	51. (Interdependence) Learn always to have good control over your emotions	Arnett
15. 2B	105. Exploring with emerging adults importance of personal hygiene, grooming and appropriate dress.	105. Manage personal hygiene, grooming and appropriate dress	Ballenger
16. 2I	85. Preparing emerging adults to coordinate different approaches to a task.	85. (Operational Thinking) To coordinate different	Piaget

		approaches	
17. 2I	106. Preparing emerging adults to advocate for disability needs and request appropriate assistance.	106. Ability to advocate for self and request appropriate assistance	Ballenger
18. 2T	38 - 1. Helping emerging adults to formulate vocational plans and priorities.	38. (Clarifying Purposes) Formulate plans and priorities that integrate vocational and leisure-time interests, vocational plans, and life-style consideration	Chickering and Reisser
19. 2T	53. Helping emerging adults make commitments to finish educational goals.	53. (Role Transitions) Finish education	Arnett
20. 2T	90. Preparing emerging adults to develop a "life structure" in areas of occupation and interpersonal.	90. Fashioning an initial "life structure" in areas of occupation and interpersonal	Levinson
1. 3S	9. Preparing emerging adults to have meaningful romantic relations	9. Establishment of romantic relationships	Hogan and Astone
2. 3S	21. Helping emerging adults learn the importance of personal commitment to another as spouse or partner (parent -see 4S -11- overlaps with)	21. (Young Adult) Learns to make personal commitment to another as spouse, parent or partner	Erikson
3. 3S	49. (eliminate see 3S -9 & 3S-21)	49. (Interdependence) Committed to long-term love relationship	Arnett
4. 3S	50. (eliminate see 3S-9 & 3S -21)	50. (Interdependence) Make life-long commitments to others	Arnett
5. 3S	54. (eliminate see 3S -9 & 3S -21)	54. (Role Transitions) Married	Arnett
6. 3S	55. (eliminate see 4S-11-1)	55. (Role Transitions) Have at least one child	Arnett
7. 3B	34. Preparing emerging adults to understand their own	34. (Establishing Identity) Being sure of	Chickering and Reisser

	sexual identification and appropriate roles and behavior.	sexual identification and appropriate roles and behavior.	
8. 3B	66. Helping emerging adults to make good decisions about contraception and conceiving children.	66. (Norm Compliance) Use contraception if sexually active and not trying to conceive a child	Arnett
9. 3S	11-1. Preparing emerging adults for parenthood	11. Preparing for marriage and family life	Havighurst
10. 3S	11-2. Preparing emerging adults for budgeting family expenses.	11. Preparing for marriage and family life	Havighurst
11. 3N	1. Preparing emerging adults for adult responsibilities	1. Increased responsibility	Shulman and Ben-Artzi
1. 4S	2-1. Helping emerging adults develop a sophisticated outlook on life	2. A more articulated outlook on life.	Shulman and Ben-Artzi
2. 4S	2-2. Helping emerging adults develop a positive outlook on life	2. A more articulated outlook on life.	Shulman and Ben-Artzi
3. 4S	20-1. Helping emerging adults integrate many roles (child, sibling, student, athlete, worker) into a self-image	20. (Adolescence) Tries integrating many roles (child, sibling, student, athlete, worker) into a self-image under role model and peer pressure	Erikson
4. 4S	20 -2. Helping emerging adults develop a healthy/responsible self image under role model and peer pressure.	20. (Adolescence) Tries integrating many roles (child, sibling, student, athlete, worker) into a self-image under role model and peer pressure	Erikson
5. 4S	31. Helping emerging adults recognize their personal rights should equally be afforded to others.	31. (Becoming Autonomous) Recognize personal rights have a corollary social responsibility	Chickering and Reisser

6. 4S	47. Helping emerging adults to accept responsibility for the consequences of their actions.	47. (Independence) Accept responsibility for the consequences of your actions	Arnett
7. 4S	72. Helping emerging adults to understand they are part of a larger interdependent society.	72. (Conformist Stage) Identifies own welfare with that of the group	Loevinger
8. 4S	74 Preparing emerging adults to be self-aware	74. (Self Aware level) Increased self awareness	Loevinger
9. 4S	75. Helping emerging adults to accept individual differences, feelings, and opinions. (Similar to 7S -35 & 2S – 37)	75. (Self Aware Level) Acceptance of individual differences and shadings of feelings and opinions	Loevinger
10. 4S	86. Helping emerging adults to distinguish between various points of view.	86. (Operational Thinking) Distinguish between various points of view	Piaget
11. 4S	112. Preparing emerging adults to extinguish childhood fears and become self-reliant.	112. Extinguish childhood fears.	Ballenger
12. 4N	10. Helping emerging adults to develop a set of values and an ethical system to guide behavior.	10. Acquiring a set of values and an ethical system to guide behavior	Havighurst
13. 4N	15. Preparing emerging adults to become self-sufficient.	15. Becoming more self-sufficient.	Havighurst
14. 4N	18. (eliminate, see 4N -10).	18. Acquiring a set of values to guide behavior	Havighurst
15. 4N	25. Preparing emerging adults to be aware of personal feelings and recognize it is relevant to contemplated behavior or to decisions about future plans.	25. (Managing Emotions) Become aware of personal feelings and recognize it is relevant to contemplated behavior or to decisions about future plans	Chickering and Reisser
16. 4N	39. Helping emerging adults to make their values both more personal and more human.	39. (Developing Integrity) Making one's values both more personal and more human. At the same time .	Chickering and Reisser

17. 4N	40. Helping emerging adults to examine and select a personally valid set of beliefs that have internal consistency and provide a guide for behavior.	40. (Developing Integrity) One examines and selects a personally valid set of beliefs that have some internal consistency and provide a guide for behavior	Chickering and Reisser
18. 4N	41. Helping emerging adults to drop a literal belief in the absoluteness of rules and adopt a more relative view.	41 (Developing Integrity) One drops a literal belief in the absoluteness of rules and adopts a more relative view	Chickering and Reisser
19. 4N	42. Preparing emerging adults to act in accordance with their personal values	42. (Developing Integrity) One must also develop congruence, that is, begin to act in accordance with these personal values	Chickering and Reisser
20. 4N	76. Preparing emerging adults to develop their own rules and ideals and attempt to live by them.	76. (Conscientious Stage) Rules and ideals are formed and person attempts to live by them	Loevinger
21. 4N	89. Exploring with emerging adults what are adult roles.	89. A time of exploration and provisional commitment to adult roles	Levinson
22. 4N	98. Helping emerging adults to develop a value system that is compatible with self and society.	98. Deciding upon a value system that is compatible with both self and society	Hauser and Greene
23. 4B	32. Helping emerging adults to become confident in their self-identity and the ability to maintain inner sameness and continuity.	32. (Establishing Identity) Identity is confidence in one's ability to maintain inner sameness and continuity.	Chickering and Reisser
24. 4B	33. Preparing emerging adults to understand their own physical needs, characteristics, and appearance.	33. (Establishing Identity) One must understand one's physical needs,	Chickering and Reisser

		characteristics, and personal appearance,	
25. 4B	59. Helping emerging adults learn to respect their health in relation to alcohol and illegal drugs. (combined with 4B -60).	59. (Norm Compliance) Avoid becoming drunk	Arnett
26. 4B	60 (combined with 4B -59).	60. (Norm Compliance) Avoid illegal drugs	Arnett
27. 4B	61. (eliminate, see 1N-64).	61. (Norm Compliance) Avoid drunk driving	Arnett
28. 4B	67. (eliminate, see 4B-33).	67. (Biological Transitions) Grow to full height	Arnett
29. 4B	68. (eliminate, see 4B -33).	68. (Biological Transitions) Become biologically capable of bearing children	Arnett
30. 4B	79. Helping emerging adults develop ways to deal with inner conflict. (similar to 4B - 81)	79. (Individualistic Level) More aware of inner conflict	Loevinger
31. 4B	81. (eliminate, see] to 4B-79).	81. (Individualistic Level) Acknowledge and deal with inner conflict	Loevinger
32. 4I	3. Helping emerging adults develop ways to cope with difficulties.	3. Developing the ability to cope with difficulties	Lieblich
33. 4I	26. Helping emerging adults to learn new and more useful patterns of expressions and control.	26. (Managing Emotions) New and more useful patterns of expression and control can be achieved.	Chickering and Reisser
34. 4I	65. Helping emerging adults learn appropriate language and actions for expressing self.	65. (Norm Compliance) Avoid use of profanity/vulgar language	Arnett
35. 4I	84. Helping emerging adults to think in degree, not just black and white.	84. (Operational Thinking) To think in degree, not black & white	Piaget

36. 4T	83. Exploring societal class structures.	83. (Operational Thinking) To make use of class and subclass	Piaget
37. 4T	96. Instilling in emerging adults the urgency for living, growing and building	96. Feel that “now” is the time for living, growing, and building	Gould
1. 5T	38-2. Helping emerging adults to integrate leisure-time activities with vocational and life-style considerations.	38. (Clarifying Purposes) Form priorities that integrate vocational and leisure-time interests, vocational plans, and life-style consideration	Chickering and Reisser
2. 5T	109. Helping emerging adults understand acceptable levels of leisure activity.	109. Engage in acceptable level of leisure activity	Ballenger
1. 6B	14. Helping emerging adults to accept their physical body and learn to stay healthy.	14. Accepting one's physical body and keeping it healthy	Havighurst
2. 6N	63-1. Helping emerging adults to learn about safe-sex .	63. (Norm Compliance) Have no more than one sexual partner	Arnett
3. 6N	63-2. (committed relationships – see 3S -9 & 3S -21).	63. (Norm Compliance) Have no more than one sexual partner	Arnett
1. 7S	114. Helping emerging adults to understand consequences of their actions of inactions affect others around them. (similar to 1T-113- future)	114. Understand consequences of your actions or inactions affect people around you.	Ballenger
2. 7S	13. Helping emerging adults learn to communicate with different people.	13. Learning to get along with friends of both sexes	Havighurst
3. 7S	16 (eliminate, see 4S -11)	16. Making decisions about marriage and family life.	Havighurst
4. 7S	35. Preparing emerging adults to express greater trust, independence and individuality in relationships.	35. (Freeing Interpersonal Relationships) Able to express greater trust, independence and individuality in	Chickering and Reisser

		relationships	
5. 7S	36-1. Preparing emerging adults to be less anxious and defensive in dealing with people who are different from them.	36. (Freeing Interpersonal Relationships) Less anxiety and defensiveness and more friendliness, spontaneity, warmth and respectfulness	Chickering and Reisser
6. 7S	36-2. Preparing emerging adults to be more friendly, spontaneous, warm, and respectful in dealing with people who are different from them.	36. (Freeing Interpersonal Relationships) Less anxiety and defensiveness and more friendliness, spontaneity, warmth and respectfulness	Chickering and Reisser
7. 7S	77-1. Helping emerging adults to view other people as individuals. (Similar to 2S – 37)	77. (Conscientious Stage) View of other people becomes more individualistic and relationship more mutual	Loevinger
8. 7S	77-2. Helping emerging adults to view relationships with others as mutual.	77. (Conscientious Stage) View of other people becomes more individualistic and relationship more mutual	Loevinger
9. 7S	99. Helping emerging adults learn how to make interpersonal commitments.	99. Making interpersonal commitments	Hauser and Greene
10. 7N	52. Helping emerging adults to become less self-oriented and develop healthy concern for others.	52. (Interdependence) Become less self-oriented, develop greater consideration for others	Arnett
11. 7N	62. Helping emerging adults learn to avoid committing petty crimes like vandalism and shoplifting.	62. (Norm Compliance) Avoid committing petty crimes like vandalism and shoplifting	Arnett
12. 7N	82. Helping emerging adults to accept and cherish others as they are.	82. (Individualistic Level) Others are accepted and	Loevinger

		cherished for what and who they are, with no attempt to make them over.	
13. 7N	93. Preparing emerging adults to learn importance of peers.	93. Peer group is an important ally in cutting family ties	Gould
14. 7N	111. Helping emerging adults to develop a sense of altruism – doing something for others because it is right.	111. Have a sense of altruism – doing something for others because it is right	Ballenger
15. 7I	5. Helping emerging adults to widen their horizons while interacting with various persons and institutions.	5. Widening horizons while interacting with various persons and institutions.	Lieblich
16. 7I	19. Preparing emerging adults to become socially responsible.	19. Becoming socially responsible	Havighurst
17. 7I	73. Helping emerging adults learn importance of modeling behavior along lines of group expectations.	73. (Conformist Stage) Attempts to model behavior along the lines of group expectations	Loevinger
18. 7I	110. Preparing emerging adults to develop opinions about civic issues and to engage in a socially acceptable manner.	110. Have an opinion about a civic issue and engage in a socially acceptable manner	Ballenger

APPENDIX H

INVITATION TO PARTICIPATE SENT TO DEAF EXPERTS

Dear Education Colleague,

For more than 20 years our American education system has mandated transition services for students with disabilities, including those who are deaf and hard of hearing. However, despite this legislative focus, there is evidence that current transition programming may not be working as well as it could for participants who are deaf and hard of hearing. The very purpose of transition named in special education legislation, is to provide necessary skills to transition the emerging adult to adulthood. The end point being preparation for adulthood assumes the emerging adult now has the ability to function in the various tasks of the adult world.

I am writing to request your participation in a research study to determine the adult tasks that are important for emerging adults who are deaf and hard of hearing. You have been chosen as one of the experts in education whose input will represent the field of deaf education. Therefore we are coming to you, the expert – the independent educated adults who are deaf, to find out what adult developmental tasks you think are most important to be included in transition plans for students who are deaf and hard of hearing. The survey consists of 76 questions and is designed to take about 25 minutes to complete. The results will benefit the field of deaf education and perhaps lead to better transition outcomes for deaf and hard of hearing emerging adults. The Principal Investigator is Dr. Thomas Valentine. His contact information is tvnj@uga.edu or (706) 542-4017.

To agree to participate, please:

- Email your agreement to participate to Sheryl.ballenger@att.net
- A link to the survey will be emailed to you to complete.
- Submit your answers to the survey online.

Your voice is very important to this research, and I hope you will agree to participate in this study.

Kind regards,

Sheryl Ballenger, Doctoral Candidate, Adult Education

Additional questions or problems regarding your rights as a research participant should be addressed to IRB Chairperson, Human Subjects Office, University of Georgia, 609 Boyd Graduate Studies Research Center, Athens, Georgia, 30602; Telephone (706) 542-3199; E-mail Address IRB@uga.edu.

APPENDIX I

FIRST REMINDER TO PARTICIPATE SENT TO DEAF EXPERTS

Dear Education Colleague,

The time available for data collection is drawing to a close. If you have responded and these two messages have crossed paths, I apologize for missing this. If you have not responded yet, please take just a moment to let me know if you will or will not be interested in participating.

I am aware your time is very valuable, but we do consider your input very important and want you to know your opinions are very important. We truly want your voice to be heard. You are the expert and we hope you will choose to participate. The Principal Investigator is Dr. Thomas Valentine. His contact information is tvnj@uga.edu or (706) 542-4017.

Please let me know you are willing to participate by sending a quick email to the following address:
sheryl.ballenger@att.net

Your opinion is very important to this research, and we hope you will agree to work with us on this study.

APPENDIX J

SECOND REMINDER TO PARTICIPATE SENT TO DEAF EXPERTS

Dear Education Colleague,

Your expert opinion is valuable and necessary in determining which adult tasks are most important in transition programs for emerging adult students who are deaf and hard of hearing. Please take just a moment to let me know if you will or will not be interested in participating.

We do not want to proceed without your input if you are able to participate. If you have not responded yet because you have additional questions about this research, I'd be happy to discuss these with you personally. The Principal Investigator is Dr. Thomas Valentine. His contact information is tvnj@uga.edu or (706) 542-4017. Please contact me at sheryl.ballenger@att.net

Kind Regards, Sheryl Ballenger

APPENDIX K
IRB APPROVAL FOR DEAF EXPERT STUDY



The University of Georgia

Phone 706-542-3199

Office of the Vice President for Research
Institutional Review Board

Fax 706-542-3660

APPROVAL OF PROTOCOL

May 19, 2014

Dear Thomas Valentine:

On 5/19/2014, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Expert Study- Developmental Tasks for Deaf Adults
Investigator:	Thomas Valentine
IRB ID:	STUDY00000529
Funding:	None
Grant ID:	None

The IRB approved the protocol from 5/19/2014.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103).

Sincerely,

Larry Nackerud, Ph.D.
University of Georgia
Institutional Review Board Chairperson

APPENDIX L
MEANS RANKED EXPERT SURVEY

Mean Rank for All Items (category E- Establishing Independence ranked)

Item (Category)	Mean (Standard Deviation)	Median	Frequencies (Percent Frequencies)				
			NI	SI	I	VI	E
2. Preparing emerging adults for residential Independence. (E)	4.44 (.726)	5.00	0 (0)	0 (0)	1 (11.1)	3 (33.3)	5 (55.6)
4. Guiding emerging adults to understand the balance of independence and dependence. (E)	4.22 (.833)	4.00	0 (0)	0 (0)	2 (22.2)	3 (33.3)	4 (44.4)
5. Guiding emerging adults to value self-reliance. (E)	4.22 (.833)	4.00	0 (0)	0 (0)	2 (22.2)	3 (33.3)	4 (44.4)
6. Guiding emerging adults to develop personal values. (E)	4.22 (.972)	5.00	0 (0)	0 (0)	3 (33.3)	1 (11.1)	5 (55.6)
8. Preparing emerging adults to meet adult independent needs. (E)	4.22 (.833)	4.00	0 (0)	0 (0)	2 (22.2)	3 (33.3)	4 (44.4)
1. Helping emerging adults to become more independent from their parent(s). (E)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
3. Preparing emerging adults to be financially independent from parents. (E)	3.89 (1.054)	4.00	0 (0)	1 (11.1)	2 (22.2)	3 (33.3)	3 (33.3)
9. Exploring with emerging adults the typical milestones at certain ages. (E)	3.78 (1.202)	4.00	0 (0)	2 (22.2)	1 (11.1)	3 (33.3)	3 (33.3)
7. Guiding emerging adults to recognize that one should not receive benefits from society without contributing to it. (E)	3.67 (1.225)	4.00	0 (0)	2 (22.2)	2 (22.2)	2 (22.2)	3 (33.3)

Mean Rank for All Items (category V - Vocation and Career ranked)

Item (Category)	Mean (Standard Deviation)	Median	Frequencies (Percent Frequencies)				
			NI	SI	I	VI	E
16. Preparing emerging adults to advocate for their disability needs in the workplace. (V)	4.67 (.707)	5.00	0 (0)	0 (0)	1 (11.1)	1 (11.1)	7 (77.8)
17. Preparing emerging adults to request appropriate assistance in the workplace. (V)	4.56 (.726)	5.00	0 (0)	0 (0)	1 (11.1)	2 (22.2)	6 (66.7)
12. Helping emerging adults to prepare for their job or career. (V)	4.44 (.726)	5.00	0 (0)	0 (0)	1 (11.1)	3 (33.3)	5 (55.6)
18. Preparing emerging adults to coordinate different approaches to a task in the workplace. (V)	4.33 (.707)	4.00	0 (0)	0 (0)	1 (11.1)	4 (44.4)	4 (44.4)
20. Preparing emerging adults to achieve what they set out to do in the workplace. (V)	4.33 (.707)	4.00	0 (0)	0 (0)	1 (11.1)	4 (44.4)	4 (44.4)
10. Helping emerging adults learn to be tolerant of a wide range of persons in the workplace. (V)	4.22 (.833)	4.00	0 (0)	0 (0)	2 (22.2)	3 (33.3)	4 (44.4)
19. Preparing emerging adults to uphold their obligations in the workplace. (V)	4.22 (.972)	5.00	0 (0)	0 (0)	3 (33.3)	1 (11.1)	5 (55.6)
11. Helping emerging adults to select an occupation. (V)	4.11 (.928)	4.00	0 (0)	0 (0)	3 (33.3)	2 (22.2)	4 (44.4)
13 Preparing emerging adults to become employed full-time. (V)	4.00 (1.000)	4.00	0 (0)	0 (0)	4 (44.4)	1 (11.1)	4 (44.4)
14. Helping emerging adults understand the need for long-term career development. (V)	3.89 (.928)	4.00	0 (0)	0 (0)	4 (44.4)	2 (22.2)	3 (33.3)
15. Helping emerging adults understand the need to strive toward educational goals. (V)	3.89 (.782)	4.00	0 (0)	0 (0)	3 (33.3)	4 (44.4)	2 (22.2)

Mean Rank for All Items (Category HF - Home and Family Living ranked)

Item (Category)	Mean (Standard Deviation)	Median	Frequencies (Percent Frequencies)				
			NI	SI	I	VI	E
28. Preparing emerging adults for home--life responsibilities. (HF)	4.33 (.866)	5.00	0 (0)	0 (0)	2 (22.2)	2 (22.2)	5 (55.6)
25. Preparing emerging adults for parenthood. (HF)	4.22 (.667)	4.00	0 (0)	0 (0)	1 (11.1)	5 (55.6)	3 (33.3)
27. Helping emerging adults to understand consequences of their actions do affect their family. (HF)	4.22 (.833)	4.00	0 (0)	0 (0)	2 (22.2)	3 (33.3)	4 (44.4)
26. Preparing emerging adults for budgeting family expenses. (HF)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
24. Helping emerging adults to make good decisions about when and if to have children. (HF)	4.00 (1.000)	4.00	0 (0)	1 (11.1)	1 (11.1)	4 (44.4)	3 (33.3)
22. Helping emerging adults learn the importance of personal commitment to another as spouse or partner. (HF)	3.89 (.782)	4.00	0 (0)	0 (0)	3 (33.3)	4 (44.4)	2 (22.2)
21. Preparing emerging adults to understand their own gender identification. (HF)	3.78 (.667)	4.00	0 (0)	0 (0)	3 (33.3)	5 (55.6)	1 (11.1)
23. Preparing emerging adults to have meaningful lasting romantic relations. (HF)	3.44 (1.014)	4.00	1 (11.1)	0 (0)	2 (22.2)	6 (66.7)	0 (0)

Mean Rank for All Items (Category P- Personal Development ranked)

Item (Category)	Mean (Standard Deviation)	Median	Frequencies (Percent Frequencies)				
			NI	SI	I	VI	E
40. Helping emerging adults learn effective ways of expressing self. (P)	4.33 (.707)	4.00	0 (0)	0 (0)	1 (11.1)	4 (44.4)	4 (44.4)
29. Helping emerging adults develop a positive outlook on life. (P)	4.22 (.667)	4.00	0 (0)	0 (0)	1 (11.1)	5 (55.6)	3 (33.3)
30. Helping emerging adults develop a healthy self-image. (P)	4.22 (.667)	4.00	0 (0)	0 (0)	1 (11.1)	5 (55.6)	3 (33.3)
31. Helping emerging adults respond to peer pressure. (P)	4.22 (.667)	4.00	0 (0)	0 (0)	1 (11.1)	5 (55.6)	3 (33.3)
34. Preparing emerging adults to become self-- sufficient. (P)	4.22 (.833)	4.00	0 (0)	0 (0)	2 (22.2)	3 (33.3)	4 (44.4)
32. Helping emerging adults respect the rights of others. (P)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
33. Helping emerging adults to respect other's opinions. (P)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
35. Helping emerging adults to understand their own values. (P)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
39. Helping emerging adults learn effective self-control. (P)	4.11 (.928)	4.00	0 (0)	0 (0)	3 (33.3)	2 (22.2)	4 (44.4)
38. Instilling in emerging adults the fulfillment of living, growing and building. (P)	4.00 (.866)	4.00	0 (0)	0 (0)	3 (33.3)	3 (33.3)	3 (33.3)
36. Preparing emerging adults to attempt to live according to their own values. (P)	3.89 (.928)	4.00	0 (0)	0 (0)	4 (44.4)	2 (22.2)	3 (33.3)
37. Helping emerging adults to think in degree, not just right and wrong. (P)	3.78 (1.302)	4.00	1 (11.1)	0 (0)	2 (22.2)	3 (33.3)	3 (33.3)

Mean Rank for All Items (Category L - Enjoyment of Leisure Time ranked)

Item (Category)	Mean (Standard Deviation)	Median	Frequencies (Percent Frequencies)				
			NI	SI	I	VI	E
42. Helping emerging adults understand the need for balance in their life. (L)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
46. Helping emerging adults understand effective use of leisure time contributes to happier families. (L)	3.89 (.601)	4.00	0 (0)	0 (0)	2 (22.2)	6 (66.7)	1 (11.1)
43. Helping emerging adults understand how leisure is an important part of adult life. (L)	3.67 (.866)	4.00	0 (0)	1 (11.1)	2 (22.2)	5 (55.6)	1 (11.1)
47. Helping emerging adults to develop a personal interest. (L)	3.67 (.707)	4.00	0 (0)	0 (0)	4 (44.4)	4 (44.4)	1 (11.1)
45. Preparing emerging adults to spend leisure time constructively. (L)	3.56 (.882)	4.00	0 (0)	1 (11.1)	3 (33.3)	4 (44.4)	1 (11.1)
41. Helping emerging adults to appreciate leisure pursuits. (L)	3.44 (.726)	4.00	0 (0)	1 (11.1)	3 (33.3)	5 (55.6)	0 (0)
44. Preparing emerging adults with tools to make good decisions concerning leisure. (L)	3.44 (.882)	3.00	0 (0)	1 (11.1)	4 (44.4)	3 (33.3)	1 (11.1)
48. Helping emerging adults to value leisure hobbies and activities. (L)	3.44 (.726)	4.00	0 (0)	1 (11.1)	3 (33.3)	5 (55.6)	0 (0)

Mean Rank for All Items (Category H- Health ranked)

Item (Category)	Mean (Standard Deviation)	Median	Frequencies (Percent Frequencies)				
			NI	SI	I	VI	E
51. Helping emerging adults to value good nutrition. (H)	4.11 (.928)	4.00	0 (0)	0 (0)	3 (33.3)	2 (22.2)	4 (44.4)
49. Helping emerging adults to value their physical body. (H)	4.00 (.866)	4.00	0 (0)	0 (0)	3 (33.3)	3 (33.3)	3 (33.3)
50. Helping emerging adults learn to stay healthy. (H)	4.00 (.866)	4.00	0 (0)	0 (0)	3 (33.3)	3 (33.3)	3 (33.3)
54. Helping emerging adults to learn about safe-sex. (H)	4.00 (1.000)	4.00	0 (0)	1 (11.1)	1 (11.1)	4 (44.4)	3 (33.3)
57. Preparing emerging adults to manage own health appointments. (H)	4.00 (.707)	4.00	0 (0)	0 (0)	2 (22.2)	5 (55.6)	2 (22.2)
56. Preparing emerging adults to establish a responsible schedule of waking and sleeping. (H)	3.89 (.928)	4.00	0 (0)	1 (11.1)	1 (11.1)	5 (55.6)	2 (22.2)
52. Helping emerging adults learn the consequences of alcohol use. (H)	3.78 (.972)	4.00	0 (0)	1 (11.1)	2 (22.2)	4 (44.4)	2 (22.2)
53. Helping emerging adults learn the consequences of illegal drug use. (H)	3.78 (.833)	4.00	0 (0)	0 (0)	4 (44.4)	3 (33.3)	2 (22.2)
55. Helping emerging adults to decide to obey rules of safety. (H)	3.78 (.972)	4.00	0 (0)	1 (11.1)	2 (22.2)	4 (44.4)	2 (22.2)

Mean Rank for All Items (Category C - Community Living ranked)

Item (Category)	Mean (Standard Deviation)	Median	Frequencies (Percent Frequencies)				
			NI	SI	I	VI	E
59. Helping emerging adults learn to effectively communicate with a wide range of people. (C)	4.33 (1.000)	5.00	0 (0)	1 (11.1)	0 (0)	3 (33.3)	5 (55.6)
60. Preparing emerging adults to be respectful in dealing with people who are different from them. (C)	4.33 (.707)	4.00	0 (0)	0 (0)	1 (11.1)	4 (44.4)	4 (44.4)
58. Helping emerging adults to understand consequences of their actions affect others in their communities. (C)	4.11 (.928)	4.00	0 (0)	1 (11.1)	0 (0)	5 (55.6)	3 (33.3)
61. Helping emerging adults to value differences in individuals. (C)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
64. Helping emerging adults learn to value others as they are. (C)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
66. Preparing emerging adults to become socially responsible. (C)	4.11 (.782)	4.00	0 (0)	0 (0)	2 (22.2)	4 (44.4)	3 (33.3)
67. Preparing emerging adults to develop an interest in political involvement. (C)	3.44 (.882)	3.00	0 (0)	1 (11.1)	4 (44.4)	3 (33.3)	1 (11.1)
62. Guiding emerging adults to honor their commitments to other people. (C)	4.00 (1.000)	4.00	0 (0)	1 (11.1)	1 (11.1)	4 (44.4)	3 (33.3)
63. Helping emerging adults to develop a healthy concern for others. (C)	3.78 (.972)	4.00	0 (0)	1 (11.1)	2 (22.2)	4 (44.4)	2 (22.2)
65. Guiding emerging adults to develop a sense of generosity. (C)	3.78 (.667)	4.00	0 (0)	0 (0)	3 (33.3)	5 (55.6)	1 (11.1)

APPENDIX M

IRB APPROVAL FOR DEAF EMERGING ADULT STUDY



The University of Georgia

Phone 706-542-3199

Office of the Vice President for Research
Institutional Review Board

Fax 706-542-3660

APPROVAL OF PROTOCOL

May 15, 2015

Dear Thomas Valentine:

On 5/15/2015, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Emerging Adult Tasks Study
Investigator:	Thomas Valentine
IRB ID:	STUDY00002119
Funding:	None
Grant ID:	None

The IRB approved the protocol from 5/15/2015.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103).

Sincerely,

Larry Nackerud, Ph.D.
University of Georgia
Institutional Review Board Chairperson

APPENDIX N

INVITATION TO PARTICIPATE SENT TO DEAF EMERGING ADULTS VIA SOCIAL NETWORKS

Dear Deaf or hard of hearing adult,

High schools across America are required to offer transition programs for Deaf and hard of hearing students. It is not clear what exactly should be taught in transition programs and is a controversial matter. Some Deaf people feel they have not been included in making decisions about what to teach in transition programs.

I am a specialist in the field of Deaf education, who is committed to improving the status of transition programs. In order to do so, I'm seeking advice from two important groups of people whose opinions aren't always considered in curriculum decisions. The first group is Deaf experts, who are also in the field of education. I worked with this group to try to identify some of the most important tasks.

Now, you are the second group. You have lived the experience of going through a transition program. Your opinion is very important to me because you are in the best position to tell what was covered and what was not covered in your transition program. When your information is combined with the expert's recommendations, this will provide a Deaf person's perspective on transition programs.

I hope you will take the 15 - 20 minutes to answer these questions. There is no real writing required, you will simply read the questions and select your answer. The survey consists of 45 questions. The results will benefit the field of deaf education and perhaps lead to better transition outcomes for deaf and hard of hearing emerging adults.

To agree to participate, please:

- You must be at least 18 years old.
- You must have been born between 1985 – 1997.
- You must be Deaf or hard of hearing.

Link to the survey:

Your voice is very important to this research, and I hope you will agree to participate in this study. If you want to opt out of receiving future direct notifications about this study, please send an email to sheryl.ballenger@att.net.

Please share this survey with your friends through Facebook, Twitter, Email or other places you like. Links are provided below.

Kind regards,

Sheryl Ballenger, Doctoral Candidate, Adult Education

Additional questions or problems regarding your rights as a research participant should be addressed to IRB Chairperson, Human Subjects Office, University of Georgia, 609 Boyd Graduate Studies Research Center, Athens, Georgia, 30602; Telephone (706) 542-3199; E-mail Address IRB@uga.edu.

APPENDIX O

FIRST REMINDER TO PARTICIPATE SENT TO SOCIAL NETWORKS

Dear Deaf or hard of hearing adult,

We know you are very busy and your time is valuable, but we really do need your help with this important research. The experience you have lived during your high school transition program is very important to us.

- Are you at least 18 years old?
- Were you born between 1985 – 1997?

If so, your information can help educators in the future prepare transition programs that are more effective for students who are Deaf or hard of hearing. We really hope you will choose to participate in our survey.

Link to the survey:

The Principal Investigator is Dr. Thomas Valentine. His contact information is tvnj@uga.edu or (706) 542-4017. Please let me know if you have questions about the survey by sending an email to: sheryl.ballenger@att.net

Your opinion is very important to this research, and we hope you will agree to complete this survey.

Please share this survey with your friends through Facebook, Twitter, Email or other places you like. Links are provided below.

Thank you, Sheryl Ballenger

APPENDIX P

SECOND REMINDER TO PARTICIPATE SENT TO SOCIAL NETWORKS

Dear Deaf or hard of hearing adult,

Your information is very important for Deaf and hard of hearing students who will go through high school transition programs after you. So far many people have already taken the survey, but we would still like to get your opinion. We need your experience to help us learn how to improve transition programs.

The time we can collect your opinion will be ending soon. Your opinion is very valuable and necessary in learning which adult tasks were taught in your transition program in high school. Please decide to participate in this survey.

Reminder:

- You must be at least 18 years old.
- You must have been born between 1985 – 1997.
- You must be Deaf or hard of hearing.

Link to the survey:

If you have not responded yet because you have additional questions about this research, I'd be happy to discuss these with you personally. The Principal Investigator is Dr. Thomas Valentine. His contact information is tvnj@uga.edu or (706) 542-4017. Please contact me at sheryl.ballenger@att.net

Please share this survey with your friends through Facebook, Twitter, Email or other social media you like. Links are provided below.

Kind Regards, Sheryl Ballenger

APPENDIX Q

DEAF ADULT SURVEY WEBLOG

Deaf Adult Survey

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Deaf Adult Survey

Monday, August 10, 2015

Dear Deaf or hard of hearing adult,

Your information is very important for Deaf and hard of hearing students who will go through high school transition programs after you. So far many people have already taken the survey, but we would still like to get your opinion. We need your experience to help us learn how to improve transition programs.

The time we can collect your opinion will be ending soon. Your opinion is very valuable and necessary in learning which adult tasks were taught in your transition program in high school. Please decide to participate in this survey.

Reminder:

- You must be at least 18 years old.
- You must have been born between 1985 – 1997.
- You must be Deaf or hard of hearing.

Mobile link to the survey: https://uGeorgia.qualtrics.com/SE/?SID=SV_bNuCzowPgXw4g5

Laptop or desktop link to the survey: https://uGeorgia.qualtrics.com/SE/?SID=SV_bElclP3vdy1zFz

If you have not responded yet because you have additional questions about this research, I'd be happy to discuss these with you personally. The Principal Investigator is Dr. Thomas Valentine. His contact information is tvnj@uga.edu or (706) 542-4017. Please contact me at sheryl.ballenger@att.net

Please share this survey with your friends through Facebook, Twitter, Email or other social media you like. Links are provided below.

Kind Regards, Sheryl Ballenger

Posted by **Sheryl Ballenger** at 7:58 PM

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Deaf Adult Survey

Wednesday, June 17, 2015

Dear Deaf or hard of hearing adult,

We know you are very busy and your time is valuable, but we really do need your help with this important research. The experience you have lived during your high school transition program is very important to us.

- Are you at least 18 years old?
- Were you born between 1985 – 1997?

If so, your information can help educators in the future prepare transition programs that are more effective for students who are Deaf or hard of hearing. We really hope you will choose to participate in our survey.

Link to the survey: https://uGeorgia.qualtrics.com/SE/?SID=SV_bElclrP3vdy1zFz

The Principal Investigator is Dr. Thomas Valentine. His contact information is tvnj@uga.edu or (706) 542-4017. Please let me know if you have questions about the survey by sending an email to: sheryl.ballenger@att.net

Your opinion is very important to this research, and we hope you will agree to complete this survey.

Please share this survey with your friends through Facebook, Twitter, Email or other places you like. Links are provided below.

Thank you, Sheryl Ballenger

Posted by Sheryl Ballenger at 7:41 PM

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Deaf Adult Survey

Tuesday, June 2, 2015

Dear Deaf or hard of hearing adult,

We know you are very busy and your time is valuable, but we really do need your help with this important research. The experience you have lived during your high school transition program is very important to us.

- Are you at least 18 years old?
- Were you born between 1985 – 1997?

If so, your information can help educators in the future prepare transition programs that are more effective for students who are Deaf or hard of hearing. We really hope you will choose to participate in our survey.

Link to the survey: https://uGeorgia.qualtrics.com/SE/?SID=SV_bElclrP3vdy1zFz

The Principal Investigator is Dr. Thomas Valentine. His contact information is tvnj@uga.edu or (706) 542-4017. Please let me know if you have questions about the survey by sending an email to: sheryl.ballenger@att.net

Your opinion is very important to this research, and we hope you will agree to complete this survey.

Please share this survey with your friends through Facebook, Twitter, Email or other places you like. Links are provided below.

Thank you, Sheryl Ballenger

Posted by Sheryl Ballenger at 4:50 PM

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APPENDIX R

CALLING CARD WITH SURVEY INFORMATION

The subsequent page is a facsimile of the color calling card.



Please take this survey!

Your voice matters

What was included in your high school transition?



Deaf Adult Survey

<http://deafadultsurvey.blogspot.com/>



Deaf or hard of hearing adult?

Over 18 years old?

Born 1985 – 1997?

What was included in your high school transition?



Please take this survey!

Your voice matters

APPENDIX S

INVITATION TO PARTICIPATE ON MOBILE SURVEY SENT TO DEAF EMERGING ADULTS VIA SOCIAL NETWORKS

Did your transition plan get you ready for adult life?

High school transition plans are required to teach Deaf students what they need before adulthood. Some people think things are fine and other people say this is not happening.

Take this survey to tell me what you think.

The survey will take about 10 minutes. Use mobile/cell phone or computer.

Mobile link: https://ugeorgia.qualtrics.com/SE/?SID=SV_bNuCzovwPgXw4g5

You must be Deaf or hard of hearing.

You must be an adult 18 years old – 30 years old.

The survey will be ending in a few days, please tell me about your transition soon.

You can share this survey with your friends through Facebook, Twitter, Email or other social media.

Laptop/desktop link: https://ugeorgia.qualtrics.com/SE/?SID=SV_bElcIrP3vdy1zFz

Best, Sheryl Ballenger

Survey is confidential. If you have questions, please contact me

at sheryl.ballenger@att.net

APPENDIX T

EMERGING ADULTS' DEMOGRAPHICS AND COMMENTS

Phase II Respondents' Reported Transition Experiences (n=43)

ID	Age	Transition services provided (in years)	Type of high school institution	Transition services comments
Ms. D	20	1 year	Public Mainstream	
Ms. E	29	1 year	Public Mainstream	Senior year in high school only.
Ms. H	28	18 years	Public Mainstream	18 years; from Kindergarten to 12 th grade.
Ms. I	19	1 year	Public Mainstream	
Ms. J	20	6 years	Public Mainstream	
Mr. K	30	2 years	Public Mainstream	
Ms. L	24	n/a	School for the Deaf	
Ms. M	30	2 years	Public Mainstream	A couple of years, not really much help.
Mr. N	28	3 years	Public Mainstream	
Ms. O	20	3 years*	Public Mainstream	No transition services in high school. Only until the end of middle school.*
Mr. Q	25	1 year	Public Mainstream	
Mr. R	28	2 years	Public Mainstream	
Ms. S	29	0	School for the Deaf	Zero
Mr. T	30	n/a	School for the Deaf	In middle school and high school I had some knowledge learned here and there throughout the years. Though I felt they didn't really prepare me for the real world. I had to learn everything on my own.
Mr. U	26	n/a	Public Mainstream	
Ms. V	19	1 year	Public Mainstream	
Mr. W	20	1 year	Public Mainstream	
Ms. X	19	1 year	Public Mainstream	So far, one
Mr. Y	30	> 1 year		About 6 or 7 months my senior year, but was not enough in advance. I wasn't ready for college. Now I'm in a Technical college to learn automotive tech. For 7 years my state School for the Deaf they never told me anything or helped me at all. I transferred to a mainstream school - they did help me a lot but wasn't enough time.
Ms. Z	28	4 years	School for the Deaf	
Ms. AA	30	0	School for the Deaf	My school dormitories had programs in place during my high school years, but I did not participate in transition programs, as it was not deemed necessary for me, and I wanted to go directly to college after graduation.

ID	Age	Transition services provided (in years)	Type of high school institution	Transition services comments
Ms. GG	25	4 years	Public Mainstream	All of my high school years at mainstream schools.
Mr. HH	21	0	Private school	
Mr. KK	23	4 years	Public Mainstream	
Mr. LL	28	1 year	Public Mainstream	
Mr. MM	28	1 year	Private school	
Ms. NN	24	4 years	Public Mainstream	
Ms. OO	25	0	Public Mainstream	0--transition services were not offered whatsoever.
Ms. PP	21	2 years	School for the Deaf	
Ms. QQ	18	0	School for the Deaf	None
Ms. RR	22	0	Public Mainstream	None
Ms. SS	21	2 year	Public Mainstream	2 years
Ms. TT	21	4 years	Public Mainstream	4 years in high school
Ms. UU	22	1 Year	Public Mainstream	1 year, senior year of high school
Ms. VV	22	0	Public Mainstream	
Ms. WW	20	0	Public Mainstream	None. For myself, I loosely defined transition services as using a sign language interpreter in all my classes as well as utilizing the support offered by district audiologists and the teacher for the deaf at my school.
Mr. AAA	23	0	Public Mainstream	
Mr. BBB	25	0	Public Mainstream	
Ms. CCC	21	0	School for the Deaf	
Ms. DDD	20	0	Private school	I never received transition services at my high school.
Ms. EEE	19	0	Public Mainstream	