Bibliography

AccessSTEM. (2007). *AccessSTEM: Building capacity to include students with disabilities in science, technology, engineering, and mathematics fields.* Seattle: University of Washington.

Audio Description Project, American Council for the Blind. (2014). *What is audio description?* Retrieved June 27, 2014, from http://www.acb.org/adp/ad.html#what

Belch, H. A. (2004). Retention of students with disabilities. *Journal of College Student Retention, 6*(1), 3-22.

Bixler, B. (n.d.). *Learning style inventory.* Retrieved June 29, 2014, from http://www.personal.psu.edu/bxb11/LSI/LSI.htm

Britner, P. A., Balcazar, F. E., Blechman, E. A., Blinn-Pike, L., & Larose, S. (2006). Mentoring special youth populations. *Journal of Community Psychology, 34*(6), 747-763.

Burgstahler, S. (2005). The role of technology in preparing for college and careers. In E. E. Getzel & P. Wehman (Eds.), *Going to college: Expanding opportunities for people with disabilities* (pp. 179-198). Baltimore, MD: Brookes.

Burgstahler, S., Moore, E., & Crawford, L. (2009). *Report of the AccessSTEM/ AccessComputing/DO-IT: Longitudinal transition study* (ALTS). Retrieved October 4, 2011, from http://www.washington.edu/doit/Stem/tracking2.html

Burgstahler, S. (2012). *Taking charge: Stories of success and self-determination.* University of Washington, DO-IT project. Retrieved May 15, 2014, from http://www.washington.edu/doit/Brochures/PDF/charge.pdf

Carter, E. W., Trainor, A. A., Cakiroglu, O., Swedeen, B., & Owens, L. A. (2009). Availability of and access to career development activities for transition-age youth with disabilities. *Career Development for Exceptional Individuals*, 13-24.

Center for Applied Special Technology (CAST) (2006). *Universal design for learning: Transforming education through universal design for learning.* Retrieved April 1, 2008, from http:www.cast.org

Cobb, B., & Alwell, M. (2009). Transition planning/coordinating interventions for youth with disabilities: A systematic review. *Career Development for Exceptional Individuals, 32*(2), 70-81.

Cobb, B., Lehmann, J., Newman-Gonchar, R., & Alwell, M. (2009). Self-determination for students with disabilities: A narrative metasynthesis. *Career Development for Exceptional Individuals, 32*(2), 108-114.

Getzel, E. E., McManus, S., & Briel, L. W. (2004). An effective model for college students with learning disabilities and attention deficit hyperactivity disorders. *National Center for Secondary Transition Research to Practice Brief, 3*(1).

Hagner, D., Kurtz, A., Cloutier, H., Arakelian, C., Brucker, D. L., & May, J. (2012). Outcomes of a family-centered transition process for students with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities, 27*(1), 42-50.

Hagner, D., Kurtz, A., May, J., & Cloutier, H. (2014). Person-centered planning for transition-aged youth with Autism Spectrum Disorders. *Journal of Rehabilitation, 80*(1), 4-10.

Heller, T., Schindler, A., Palmer, S. B., Wehmeyer, M. L., Parent, W., Jenson, R., et al. (2011). Self-determination across the life span: Issues and gaps. *Exceptionality, 19*(1), 31-45.

Hetherington, S. A., Durant-Jones, L., Johnson, K., Nolan, K., Smith, E., Taylor-Brown, S., et al. (2010). The lived experiences of adolescents with disabilities and their parents in transition planning. *Focus on Autism & Other Developmental Disabilities, 25*(3), 163-172.

Isakson, C., & Burgstahler, S. (2008). College preparation and participation: Reports from individuals who have speech and mobility disabilities. *Review of Disability Studies: An International Journal, 4*(3), 18-32.

Jaime, K., & Knowlton, E. (2007). Visual supports for students with behavior and cognitive challenges. *Intervention in School and Clinic, 42*(5), 259-270.

Knox, G. (n.d.). *40 Icebreakers for Small Groups*. Retrieved April 15, 2014, from http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf

Lamb, P., Brown, M., Hodges, B., & Foy, D. (2005). Building bridges toward science careers for youth with disabilities. *NCSET Research to Practice Brief, 3*(2).

Luecking, R., & Fabian, E. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals*, *23*, 205-222.

Luecking, R., & Gramlich, M. (2003). Quality work-based learning and postschool employment success. *National Center on Secondary Education and Transition Issue Brief*, *2*(2).

Meyer, A., & Rose, D.H. (2006). The future is in the margins: The role of technology and disability in educational reform. In D.H. Rose, A. Meyer & C. Hitchcock (Eds.). *The universally designed classroom: Accessible curriculum and digital technologies* (pp. 13-35).

Moriarty, M.A. (2007). Inclusive pedagogy: Teaching methodologies to reach diverse learners in science instruction. *Equity and Excellence in Education, 40*(3), 252-265.

National Collaborative on Workforce and Disability for Youth. (2005). *The 411 on disability disclosure: A workbook for youth with disabilities*. Washington, DC: Institute for Educational Leadership. Retrieved March 28, 2014, from http://www.ncwd-youth. info/411-on-disability-disclosure

National Science Foundation. (2009, May 7). *FY 2010 Budget Request to Congress*. Retrieved June 6, 2014, from http://www.nsf.gov/od/iia/OIABudget/NSFBudget/FY2010_ BudgetRequestToCongress.pdf

Nutter, K. J., & Ringgenberg, L. J. (1993). Creating positive outcomes for students with disabilities. *New Directions for Student Services, 64*, 45-58.

Powers, L. E., Geenen, S., Powers, J., Pommier-Satya, S., Turner, A., Dalton, L. D., et al. (2012). My Life: Effects of a longitudinal, randomized study of self-determination enhancement on the transition outcomes of youth in foster care and special education. *Children and Youth Services Review, 34*(11), 2179-2187.

Roberts, K. D. (2010). Topic areas to consider when planning transition from high school to postsecondary education for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 25*(3), 158-162.

Rose, C. (1987). Accelerated learning. New York, NY: Dell Publishing.

Test, D. W., Fowler, C. H., Richter, S. M., White, J., Mazzotti, V., Walker, A. R., et al. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*(2), 115-128.

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*(3), 160-181.

Thoma, C. A., Rogan, P., & Baker, S. R. (2006). Self-determination and the transition to postsecondary education. In E. E. Getzel & P. Wehman (Eds.), *Going to college: Expanding opportunities for people with disabilities* (pp. 49-68). Baltimore, MD: Paul H. Brookes Publishing Co.

University of Washington. (2008-2014). *DO-IT: Disabilities, opportunities, internetworking, and technology*. Retrieved February 12, 2014, from http://www.washington.edu/doit/

Virginia Commonwealth University, Rehabilitation Research and Training Center. (2009). *Going to college: A resource for teens with disabilities*. Retrieved March 4, 2014, from http://www.going-to-college.org

Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005). *After high school: A first look at the postschool experiences of youth with disabilities. A report from the National Longitudinal Transition Study-2 (NLTS2)*. Unpublished manuscript.

Wehmeyer, M. L., Palmer, S. B., Shogren, K., Williams-Diehm, K., & Soukup, J. H. (2013). Establishing a causal relationship between intervention to promote self-determination and enhanced student self-determination. *The Journal of Special Education, 46*(4), 195-210.

Wolanin, T. R., & Steele, P. E. (2004). *Higher education opportunities for students with disabilities: A primer for policy makers*. Retrieved August, 2, 2011, from http://www.ihep.org/press-room/news_release-detail.cfm?id=100