



A NEW DOCUMENTARY FILM ABOUT SECONDARY TRANSITION

BY DAN HABIB, FILMMAKER, UNH INSTITUTE ON DISABILITY

Film Project Summary:

As youth with intellectual and developmental disabilities (I/DD) leave school, they face significant transitions including school to work or postsecondary education; family home to community living; and child oriented health care to adult care.

The current national education and employment landscape for young adults with I/DD is bleak:

- 17% of students with intellectual disabilities are included in general education classrooms alongside their non-disabled peers.
- 40% of students with intellectual disabilities received a regular high school diploma.
- 23% of high school students with I/DD go on to attend a two-year or four-year college (as opposed to 66.2% of the general population)
- 24% of adults with intellectual disabilities are employed.

Clearly, there is room for improvement.

This documentary film (approximately 45 minutes long, completed by January 2018) will focus on national best practices in transition for youth with disabilities from secondary school to postsecondary education and/or employment.

The film will document the experiences of several youth with disabilities transitioning from high school to career and/or higher education. These youth will be diverse in ethnicity, socio-economics, gender, and geography. The film will be created by [Dan Habib](#), director of the Inclusive Communities Project at the Institute on Disability at the University of New Hampshire. Habib is the creator of the films *Including Samuel* and the *Who Cares About Kelsey?*, and many other films about education and disability. Advisors for this project include a wide range of leading NH and national experts on best practices in transition.

The promising strategies and principles explored in the film include:

- Person-centered planning/student-driven IEPs
- Self-advocacy/self-determination strategies and leadership development
- Inclusive education
- In-school supports such as career development activities and college/career counseling
- Exit exam requirements/ high school diploma status
- Interagency collaboration between schools, vocational rehabilitation, area agencies, post-secondary schools, etc.
- Community based experiences such as extended learning opportunities, internships, work study and apprenticeships

Inclusive Communities Project

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- Paid work experience and entrepreneurship development
- Family involvement and high expectations
- Assistive technology and effective access to mainstream technology
- Higher education opportunities and supports, including the recruitment and training of faculty and peers to support students in inclusive college experiences
- Cultural and linguistic competence embedded into all transition services
- Identification of current and future housing options during the IEP and/or person-centered planning process
- Transportation education including individualized travel training.

Outcomes and Dissemination:

Once completed (by January 2018), the Inclusive Communities Project at the IOD will collaborate with at least 25 national partners to conduct the following activities over a 2-year period:

- (a) Development of education and outreach tools for schools, employers, non-profits and other stakeholders.
- (b) Free online dissemination of the transition film, reaching an estimated 25,000 people.
- (c) Screenings and discussions at 50 or more events and/or conferences around the U.S. in partnership with NH organizations, schools and businesses, reaching an estimated 15,000 individuals.
- (d) Distribution of 500 free copies of an educational DVD kit (containing the transition film plus other related films and educational/outreach materials) to schools, colleges, businesses and nonprofits for use as a technical assistance resource to improve their capacity to support employment and higher education outcomes for youth and adults with intellectual disabilities.

Additional anticipated outcomes will include individuals at screening events reporting increased knowledge related to:

- *Developing* a workplace/educational culture of presuming competence — the idea that **everyone** can be a full and valuable participant in society.
- *Incorporating* best practices in post-secondary transition for students with disabilities to college and career.
- *Integrating* key supports for individuals with intellectual disabilities in the workplace, general education, and higher education.

For questions or additional information please contact:

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