



FOUR NEW DOCUMENTARY FILMS 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.

These four short documentary films (approximately 15 minutes each, completed by March 2018) will focus on effective practices in transition for youth with disabilities from secondary school to postsecondary education and/or employment. These films are part of the overall [Intelligent Lives](#) film project.

The films 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-economic status, gender, and geography. The films 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 *Who Cares About Kelsey?*, and many other films about education and disability. Advisors for this project include a wide range of national experts on effective practices in transition.

The 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, postsecondary schools, etc.

Inclusive Communities Project

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- Community-based experiences such as extended learning opportunities, internships, work study and apprenticeships
- Paid work experience and entrepreneurship development
- Family involvement and high expectations
- Assistive technology and effective access to mainstream technology
- Higher education opportunities and supports
- Cultural and linguistic competence embedded into all transition services

Outcomes and Dissemination:

Once completed (by March 2018), the Inclusive Communities Project at the IOD will collaborate with at least 25 [national outreach partners](#) to conduct the following activities over a two-year period:

- (a) Development of education and outreach tools for schools, employers, non-profits and other stakeholders
- (b) Free online dissemination of the transition films, 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 the *Intelligent Lives* educational DVD kit (containing the feature length *Intelligent Lives* film, these transition films, plus other related films and educational/outreach materials) to schools, colleges, businesses, and non-profits 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.

Anticipated outcomes — Individuals at screening events will report increased knowledge related to:

- *Incorporating* best practices in postsecondary 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
- *Developing* a workplace/educational culture of presuming competence — the idea that **everyone** can be a full and valuable participant in society.

For questions or additional information please contact:

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Inclusive Communities outreach partners include:

American Association of People with Disabilities • American Association on Intellectual and Developmental Disabilities • American Federation of Teachers • Association of University Centers on Disability • Autism Society of America • Autistic Self Advocacy Network • Boys & Girls Clubs of America • Council for Exceptional Children • Girl Scouts of the Nation's Capital • The HSC Foundation/National Youth Transitions Center • IDEA Partnership • Kids Included Together • Learning Disabilities Association of America • Mitsubishi Electric America Foundation • National Association of School Psychologists • National Council on Independent Living • National Disability Rights Network • National Down Syndrome Congress • National Down Syndrome Society • National Education Association • NH Department of Education • NH Association of Special Education Administrators • National Technical Assistance Center on Transition • Ollibean • PACER Center • RespectAbility • School Social Work Association of America • Special Olympics • TASH • The Arc of the United States • Think College • United States Business Leadership Network • Urban Special Education Leadership Collaborative

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