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## News Releases

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### **Book Introduces Educators to Framework for Transition Services to Prepare All Students**

[Book Introduces Educators to Framework for Transition Services to Prepare All Students](#) (March 24, 2013)

How can high schools teach academic content and the critical skills students with and without disabilities need to navigate life beyond the classroom? Educators can find answers to this question and more in a new book by two Indiana University authors.

Teresa Grossi and Cassandra Cole, both of the Indiana Institute on Disability and Community, suggest that a unified framework for transition services in an integrated, cohesive process will prepare all students for college, careers and citizenship. Their book, "Teaching Transition Skills in Inclusive Schools," published by [Brookes Publishing Co.](#), provides practical tips and activities with specific examples of embedding transition skills into good classroom instruction. Six model lesson plans that are aligned with Common Core State Standards are featured.

The conceptual framework for "Teaching Transition Skills" is based on work and lessons learned over the years. Although the focus of this book is on students with mild disabilities, it can be applicable to many students. "Teaching Transition Skills" is designed to assist all classroom teachers, transition personnel and administrators to see the possibilities within their own districts of transition services for all students.

Grossi is a faculty member in IU's School of Education and director of the Indiana Institute on Disability and Community's Center on Community Living and Careers. Cole is also a faculty member in the School of Education and directs the institute's Center on Education and Lifelong Learning.

The [Indiana Institute on Disability and Community](#), Indiana's University Center for Excellence on Disabilities, works to increase community capacity in disability through academic instruction, research, dissemination and training, and technical assistance.

The institute receives support from the [Office of the Vice Provost for Research](#) at Indiana University Bloomington, which is dedicated to supporting ongoing faculty research and creative activity, developing new multidisciplinary initiatives and maximizing the potential of faculty to accomplish path-breaking work.