

# delAware – Summer 2010 – Transition

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## About This Issue

We are pleased to present this issue of *delAware*, which focuses on a critical life passage, the transition to adulthood. This is a complex passage to navigate: young people leave the predictability of the K-12 education system for post-secondary education and/or employment; they give up the comfort of the pediatric health care system for a much more fragmented adult system; and they are expected to assume more responsibility for their daily living activities.

The Center for Disabilities Studies is committed to facilitating smooth transitions for individuals with disabilities – and their families – through its advocacy, policy initiatives, and model demonstration programs. These efforts are carried out through partnerships with other entities, including departments at the University of Delaware, schools, community organizations, state agencies, and foundations. You will learn more about our programs and partnerships in this issue of *delAware*.

One state agency we work closely with is the Delaware Developmental Disabilities Council. This agency is authorized by Public Law 106-402 to address the unmet needs of people with developmental disabilities through system-wide advocacy, planning, and demonstration projects. To learn how this agency carries out its mission of promoting and embracing inclusion, equality, and empowerment, visit [www.ddc.delaware.gov](http://www.ddc.delaware.gov).

CDS is Delaware's University Center for Excellence in Developmental Disabilities (UCEDD) and a member of the Association of University Centers for Disabilities (AUCD). We are one of 67 UCEDDs working to accomplish a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. By providing transition services, we are coming closer to achieving this vision.

Several AUCD network members have contributed to the recently published book, *Launching into Adulthood: An Integrated Response to Support Transition of Youth with Chronic Health Conditions and Disabilities*. This book makes research-based recommendations that will streamline access to services, meet young people's individual needs, and improve long-term outcomes. More information about AUCD and the book is available at [www.aucd.org](http://www.aucd.org). Two CDS staff members are among contributors to new books that relate to transition planning; details are included in the other article on this page.

My special thanks to Natalie Bizzarro for researching and writing the articles in this issue. Natalie has been a graduate assistant with the Dissemination and Advocacy unit at CDS for the past two years. She is a school psychology major in the School of Education and will be serving as an intern in the Christina School District during the 2010-2011 school year.

Michele Sands, *Editor*