



# Validating Kohler's Taxonomy of Transition Programming for adolescents with intellectual disability in the Chinese context



Tianxi Xu<sup>\*</sup>, Ian Dempsey, Phil Foreman

Centre for Special Education and Disability Studies, School of Education, University of Newcastle, Callaghan, NSW 2308, Australia

## ARTICLE INFO

### Article history:

Received 23 July 2015

Received in revised form 15 October 2015

Accepted 16 November 2015

Available online 7 December 2015

### Keywords:

School-to-work transition

Kohler's Taxonomy of Transition

Programming

China

Intellectual disability

## ABSTRACT

**Background:** School-to-work transition programmes play a crucial role in the achievement of post-secondary outcomes for young adults with intellectual disability (ID). Although special education in China has progressed in the last two decades, systematically planned transition education and services are not usually available for Chinese school leavers.

**Aims:** The present study aimed to validate Kohler's Taxonomy of Transition Programming (KTTP) in the Chinese context for adolescents with ID.

**Methods and procedures:** Five Chinese transition experts reviewed KTTP items, 14 Chinese transition teachers and 14 parents of adolescents with ID who would transition from school in the next 12 months were interviewed, and 329 transition teachers were surveyed.

**Outcome and results:** Most items in KTTP were found to be important and relevant to the Chinese context. Based on KTTP, a modified transition framework appropriate to the Chinese context was generated.

**Conclusions and implications:** The Chinese transition framework may assist parents and professionals to better support adolescents with ID in China. Future validation checks of the framework will add confidence that the framework captures the essential components of effective transition practices appropriate in the Chinese context.

© 2015 Elsevier Ltd. All rights reserved.

## 1. Introduction

People with developmental disability have limited opportunities to explore their vocational interests, and are often placed in segregated settings doing repetitive and non-functional jobs (Brooks-Lane, Hutcheson, & Revell, 2005; Dotson, Richman, Abby, Thompson, & Plotner, 2013). These poor outcomes extend from employment to other important areas for young adults, such as independent living, community participation, and further education (Flexer, Baer, Luft, & Simmons, 2013; Riches, 1996). To address underachievement in post-secondary outcomes for individuals with disability, educators and practitioners have become increasingly concerned about transition education and services for people with disability. Various transition models for individuals with disability have been proposed over the years (Brolin & Schatzman, 1988; Halpern, 1985; Kohler, 1996b; Wehman, Kregel, & Barcus, 1985; Will, 1983). In addition, evidence-based practices are increasingly reported in the transition literature (Greene, 2009; Test et al., 2009).

Among these transition models, Kohler's Taxonomy for Transition Programming (KTTP) (Kohler, 1996b) is the only research-based transition model that has been evaluated in the literature (Beamish, Meadows, & Davies, 2012; Kohler &

<sup>\*</sup> Corresponding author.

E-mail address: Tianxi.Xu@uon.edu.au (T. Xu).

Field, 2003; Kohler, 1996a), and is the most comprehensive and widely accepted framework of quality transition practice (Rusch & Chadsey, 1998; Test et al., 2009). KTTP comprises 133 evidence-based and promising practices in transition that have been categorised into five groups: (a) student-focused planning (SFP), (b) student development (SD), (c) interagency collaboration (IC), (d) family involvement (FI), and (e) programme structures and attributes (PS) (Kohler, 1996a,b). KTTP has been widely used. For example, many researchers have used it as a research instrument and some new research findings have originated from KTTP (Anderson et al., 2003; Beamish et al., 2012; Blalock, Kleinhammer-Tramill, Morningstar, & Wehmeyer, 2003; Kohler & Greene, 2004; Test et al., 2009). However, KTTP has not yet been statistically validated, and its usefulness in developing countries has not been assessed.

Special education in China has progressed quickly in the last two decades; more and more resources have been distributed to the improvement of quality of life for people with disabilities in China. In recent years, secondary education and transition has become a priority in special education and services for adolescents with disabilities (General Office of the State Council of People's Republic of China, 2014). However, school-to-work education and services for adolescents with disabilities in China are in a rudimentary stage. Additionally, systematically planned transition education and services are not usually available in Chinese school and adult service systems, although service providers are attempting to support adolescents with disabilities. Adolescents with intellectual disability (ID) in China who require intensive vocational education and transition services frequently cannot access specific services that could guide them into employment opportunities appropriate for their competencies. Hence, it is difficult for Chinese adolescents with ID to negotiate their transition into workplaces after they exit school. According to the China Disabled Persons' Federation (2012), there were 5.68 million Chinese persons with ID in 2010. Furthermore, data collected by the Chinese Association for People with Intellectual Disability and their Relatives indicated that fewer than 10% of persons with ID in China were employed (Shao & Shi, 2014).

Given the large number of persons with ID and their low employment rate in China, the present study attempted to validate the KTTP in the Chinese context and to establish a Chinese version of a transition framework for young adults with ID that family members, transition teachers/service providers, government officers and other stakeholders could adopt to provide better support and optimise post school outcomes for Chinese adolescents with ID.

## 2. Methods

Ethics approval for all phases of the study was obtained from the Human Research Ethics Committee of the University of Newcastle, Australia (reference number: H-2012-0062), which covered the Chinese data collection. In China, approval was obtained from school authorities, but separate ethics approval was not required. Verbal or written consent was obtained from all relevant participants. In addition, permission was gained from Professor Paula D. Kohler to use the KTTP (Kohler, 1996b) to develop the research instrument in the present study.

### 2.1. Participants

The researchers followed a three-step procedure to validate the content of KTTP. First, five Chinese transition experts were invited to provide feedback on the domain representation and relevance of KTTP to transition education and services for Chinese adolescents with ID. In the second phase, Chinese transition teachers and parents of adolescents with ID were interviewed to gather their perceptions on effective practices in transition education and services for adolescents with ID. The third phase used a quantitative instrument developed with the assistance of the transition experts' survey, as well as the results from parents' and transition teachers' interviews, to examine how often Chinese transition teachers ( $N = 405$ ) implement transition practices. The three phases of the current study are detailed below.

#### 2.1.1. Phase I: Transition experts' review

Subject-matter experts are commonly used in assessment of content validity where domain definition, domain representation, domain relevance, and appropriateness of test construction procedures may be simultaneously addressed (Sireci & Faulkner-Bond, 2014). Subject-matter experts typically rate the degree to which the content of a measure is congruent with the purpose of that measure (Delgado-Rico, Carretero-Dios, & Ruch, 2012). In the present study, five Chinese transition experts were invited to provide feedback on the importance and relevance of each KTTP item. The transition experts were either academics with research interests and strengths in transition education and services for people with disability, or government officials who were familiar with transition policies and services delivery in China. Three academics were recruited with the help of the China Knowledge Resource Integrated Database (Tsinghua University, 2011), through which the researchers identified those who had expertise in the area as evidenced by their publications. The two government officials were working in the employment or vocational training department for people with disabilities and were randomly selected from seven cities where participants in phase II were recruited.

The five experts were asked to rate the importance of each KTTP item. A 5-point Likert scale was used with possible scale responses of "not at all important", "not important", "partly important", "important", and "very important". The survey data collected from transition experts were analysed via mean value calculation with the Statistical Package for Social Science 22 (IBM Corp., 2013). Means for the 133 items were calculated according to transition experts' responses in order to determine the perceived importance of each item, in the Chinese context.

Download English Version:

<https://daneshyari.com/en/article/6848535>

Download Persian Version:

<https://daneshyari.com/article/6848535>

[Daneshyari.com](https://daneshyari.com)