

EVALUATING TEAMBUILDING CONTENT IN A GRADUATE COURSE FOR
TRANSITION PROFESSIONALS (164 pp.)

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The purpose of this qualitative study was to determine the effects of including teambuilding content in a graduate special education course on transition to adult life. The research questions focused on exploring the impact of the teambuilding training on the graduate students' self-perceptions of their team skills as well as their ability to demonstrate team skills in a simulated group exercise. An assumption of the research was that team skills and competencies are an essential part of the role of the transition professional in working with students with disabilities, their families, and other professionals involved in the transition planning process. A total of 33 students in 2 different sections of the course participated in 6 exercises focusing on perceptions of the effectiveness of the exercises on improving their teambuilding skills in the form of journals and questionnaires. The group simulation was videotaped to provide additional data. The qualitative method of inductive analysis was used to analyze the data in order to identify emergent common themes and patterns. The overall results demonstrated a majority of students expressed positive opinions about the teambuilding content and the impact on their team skills. Students also demonstrated the use of learned team skills in the group simulation exercise.