

Book Review

Title: *The Power to Spring Up: Postsecondary Education Opportunities for Students with Significant Disabilities*

Author: Diana M. Katovitch

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Reviewer: Frank R. Rusch

Postsecondary education and employment are typical outcomes of high school students without disabilities and these two outcomes are increasingly important to students with diverse disabilities. Postsecondary education, in particular, has clearly been one of the bright spots in relation to outcomes associated with youth with disabilities transitioning from high school to young adulthood. Newman et al. (2010) reported that 46 percent of youth with disabilities in their 2005 cohort entered a postsecondary institution within four years of “leaving” high school in comparison to 26 percent of their cohort under study in 1990. There should be little doubt that new and higher expectations face our youth with disabilities, and new resources that will help and guide these expectations will follow. Katovitch’s *The Power to Spring Up* is an excellent example of these expected resources.

The Power to Spring Up is presented in three parts: Part One contains three chapters that introduce the reasons for attaining a higher education, the laws that support this quest, and practical considerations related to attending an institution of higher education; Part Two contains 11 chapters that profile programs across the country to illustrate diverse options available; and Part Three provides important detail related to the roles that must be assumed by students, their parents, and teachers. One of the six chapters found in this third section provides detail related to financing (chapter 18) and one of the most interesting chapters in this section provides important advice to parents who are unsure how to support their children and even how to “let go.” Katovitch provides a long list of references for parents throughout the text, including *Letting go: A parent’s guide to understanding the college years* by Karen Levin Coburn (2009).

The Power to Spring Up is appropriate for parents and any educator counseling youth to attend postsecondary education. Chapters include specific examples of how youth with “significant disabilities,” Autism Spectrum Disorders, Asperger’s Syndrome, Down syndrome, and Cerebral Palsy manage their enrollment in a number of diverse postsecondary settings. This text is a valuable resource for anyone interested in the nuts and bolts of planning, financing, and generally supporting youth in transition. Parents will be inspired to consider new and rewarding options for their children as these youth grow and find their place in the community. Katovitch deserves a standing ovation.

Frank Rusch is Professor of Special Education at Penn State University. His research is focused on comparing and contrasting the outcomes experienced by youth with diverse disabilities transitioning from high school-related programs over the past 30 years, including postsecondary enrollment, employment, dropping out, poverty, and arrest rates.

References

Coburn, K. L. (2009). *Letting go: A parent's guide to understanding the college years*. New York: HarperCollins.

Newman, L., Wagner, M., Cameto, R., Knokey, A. M., & Shaver, D. (2010). *Comparisons across time of the outcomes of youth with disabilities up to 4 years after high school*. A report of findings from the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study-2 (NLTS-2). Menlo Park, CA: SRI International.