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Clark, Hewitt B. & Unruh, Deanne K. (2009) *Transition of Youth & Young Adults with Emotional or Behavioral Difficulties: An Evidence-Supported Handbook*. Baltimore. Paul H Brookes Publishing

Pp. 357

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Reviewed by Andrena Lockley
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Transitioning is the term used to describe the period between adolescence and adulthood. For most young adults this is a difficult time filled with many unanswered questions about housing, employment, community resources and more. Add an invisible disability into the mix and the transition process becomes all the more difficult. Researchers have found that young adults with emotional and behavioral difficulties (EBD) demonstrate poorer long-term outcomes than almost all persons with disabilities.

Youth with EBD such as conduct disorders, mood disorders and Attention Deficit Hyperactivity Disorder

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(ADHD) face many barriers while making that leap from high school to post secondary education, meaningful and appropriate work and other adult roles. Many of these obstacles have to do with the preparation, implementation and sustainability of systems for this population.

Transition of Youth and Young Adults with Emotional or Behavioral Difficulties offers strategies for successful transition from a great number of contributors with immeasurable experience working in the field. What makes this text all the more valuable is the inclusion of powerful anecdotes from the young adults themselves that illustrate some of the barriers they've encountered as well as the benefits of particular programs. The Independent Living philosophy of the Disability Rights Movement is at the core of this text; it is not just a book *about* youth with EBD; it's a handbook written *with* them.

This text provides parents with an idea of what resources may be required during this phase of their life as well as a guide for practitioners, teachers and policy makers around program strategies. It addresses many of the concerns that arise from transitioning programs, as well as a greater understanding of the actual experience of transitioning for the individual.

Youth with EBD need more opportunities in order to live to their full potential. The authors understand this and offer excellent insight and realistic understanding of both the experience of transitioning and of program dynamics. They present the lessons learned but understand that when it comes to programming for youth one size does not fit all; especially if it is a program of quality.

It is a well organized book that covers a great number of topics such as gaps in service for youth with EBD and finding suitable and age appropriate programming. It also looks at improving the outcomes of transitioning adolescent young offenders as well as funding and sustainability of transition programs. This handbook offers a multitude of implementation examples and solutions to barriers that arise from running programs for youth with EBD. The final section of the handbook addresses future plans and calls for action to improve the transitioning process.

Transition of Youth and Young Adults with Emotional or Behavioral Difficulties is an important book that addresses so many of the concerns around appropriate programming for young adults transitioning into adulthood. The information in this text would be extremely valuable to youth with EBD and those who live and work with them. However, it is essential that all can access the material. A plain language section or more chapter summaries would make the text accessible to more readers; for instance those who only have time for quick reference and those who learn best through plain language.

About the Reviewer

Andrena Lockley is Public Awareness & Education Coordinator at the Independent Living Centre, Waterloo Region, Ontario, Canada.

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