

# Quality Indicators of Exemplary Transition Programs

## Needs Assessment Instrument

Developed by

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### Instructions:

This is a self-assessment designed to allow programs, schools and districts to determine and prioritize the most critical needs within a transition program. This self-assessment is best utilized if multiple and representative groups of transition stakeholders complete the form (e.g., teachers, administrators, parents, others). The data for all representative groups is then compiled.

Please review each quality indicator and determine the value you place on its' importance, whether it is of critical importance or of lesser importance. Then you must determine the status of the indicator for your program, school or district. You must determine if this is an indicator that is in place within your school, district or program or if it has yet to be achieved.

After you enter the **Current Status** for each indicator **total the score and average it by calculating the** average score for each domain area (e.g., for Transition Planning, it would be the combined score for items 1-6 divided by 6). Do this in each domain area.

Transfer your **Total Scores** to the **SUMMARY SHEET** for each domain area.

Finally, review your scores and identify the most important indicators that have not been achieved. In the column **Priority**, put an asterisk next to the items that seem most critical to address. Most likely, these will be the indicators with the highest scores along these two dimensions. This data will assist your program, school or district in prioritizing critical indicators and to develop an action plan to make changes.

**NOTE:** This survey were developed and adapted from:

Halpern, A., Lindstrom, L.E., Benz, M.R., & Nelson, D.J. (1991). *Community transition team model: Team leader's manual*. Eugene, OR: University of Oregon Press; and  
M. Morningstar, J. Kleinhammer-Tramill, & D. Lattin (1999). Using successful models of student-centered transition planning and services for adolescents with disabilities. *Focus on Exceptional Children*, 31, 1-19.

## Quality Indicators of Exemplary Transition Programs

### Transition Planning

1. Transition planning begins early in a student's educational experience (but no later than 16 years old) and continues throughout a student's school career.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

2. Transition plans are based upon person-centered planning approaches in which the student's strengths, capabilities, interests and preferences are identified.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

3. Transition IEP outcomes and postschool goals are based upon student strengths, interests and preferences.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

4. The transition IEP identifies postschool goals using appropriate transition assessments related to postsecondary education and training, employment and independent living skills.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

5. The transition IEP identifies needed transition services and courses of study to assist the student in reaching his or her postsecondary goals.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

6. Post-school outcomes data is collected for students who have exited school to track postschool success and the effectiveness of the school-based transition planning process.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

**Transition Planning Domain Score: Total of Item scores:** \_\_\_\_\_

**Divided by 6:** \_\_\_\_\_

### Family Involvement

7. Family members (including extended family, friends and others if appropriate) regularly attend all transition planning meetings

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

8. Transition planning takes into consideration the impact of transition upon the family as a whole and not just focus exclusively on the needs of the student.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

9. Family members are involved in all decisions that are made by the transition team.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

10. Accommodations are made to involve family members in the planning process (e.g., time and location of transition planning meetings are flexible) and to include extended family members in meetings.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

11. A process is in place so that family members, students and professionals reach consensus regarding transition outcomes and services, including the courses of study.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

12. Information is provided in a variety of formats to families about transition planning, services and the IEP.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

**Family Involvement Domain Score: Total of Item scores:** \_\_\_\_\_

**Divided by 6:** \_\_\_\_\_

### Student Involvement

13. Students are taught decision-making skills using research-based curricula beginning as early as possible but no later than upon entering middle school.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

14. Students are provided with opportunities to make real-life meaningful decisions so that they possess the skills necessary to make informed choices about their future.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

15. Students are invited to and attend transition planning meetings and are active participants in the planning process.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

16. Students are given opportunities to learn about and/or directly experience an array of postschool outcomes (e.g., postsecondary education and training, community jobs, etc.)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

17. Students are actively involved in developing their own transition IEP and are supported to lead their IEP meeting (e.g., self-directed IEP meetings).

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

18. Parents are provided with information about the importance of self-determination and self-advocacy for transition.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

**Student Involvement Domain Score: Total of Item scores:** \_\_\_\_\_

**Divided by 6:** \_\_\_\_\_

## Curriculum and Instruction is Outcome-Oriented

19. Appropriate academic instruction is provided to prepare students for functioning in their community, including attending post-secondary education.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

20. Appropriate vocational instruction is provided, including community-based vocational experiences, to prepare students for community employment.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

21. Appropriate instruction and opportunities to engage in independent living is provided to prepares students for functioning as young adults in the community

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

22. Appropriate social/interpersonal and recreational skills instruction and opportunities to establish social relationships with peers is provided

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

23. Teaching takes place in natural and age-appropriate settings including community settings. This would include post-high school (e.g., postsecondary) settings for students aged 18-21 still receiving special education services.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

**Curriculum & Instruction Domain Score: Total of Item scores: \_\_\_\_\_**  
**Divided by 5: \_\_\_\_\_**

## Inclusion in School and Access to the General Curriculum

24. Specific strategies exist for facilitating the social inclusion of students with disabilities into regular school programs, activities, and extra-curricular activities

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

25. Teachers in regular academic and vocational courses are provided with assistance of special education services to adapt their instruction and curriculum to meet the diverse needs of students

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

26. A process is in place and used by IEP teams to make decisions about each student's educational program that takes into account both unique student learning needs and access to the general curriculum.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

27. Accommodations for supplemental services to support students in the general curriculum are identified on the IEP and used in an ongoing basis within the general curriculum.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

28. Appropriate accommodations are included in the IEP in order for students to fully participate in state and district-wide assessments.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

**Inclusion Domain Score: Total of Item scores:** \_\_\_\_\_  
**Divided by 5:** \_\_\_\_\_

### **Interagency Collaboration and Community Services**

29. School-business partnerships and linkages exist and promote effective employment opportunities for students.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

30. A process is in place for schools and agencies to determine the anticipated service needs of students in transition from school to adult and community services.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

31. Services and supports are available to facilitate formal and informal natural support networks and community connects for students with disabilities.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

32. Accurate information about the range of community services exists and is available to students and families.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

33. Agencies develop written interagency agreements to identify roles and responsibilities regarding exchanging information, sharing of resources and coordinating services.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

34. The school district has at least one professional responsible for coordinating transition services, and in particular, working with outside agencies to identify barriers to effective services and to plan for improving transition and community services.

<b>Completely Achieved</b>	<b>Mostly Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

**Interagency Collaboration Score: Total of Item scores:** \_\_\_\_\_  
**Divided by 6:** \_\_\_\_\_

**Transition Assessment**

35. Formal and informal assessment measures are available to school staff in order to develop transition plans that target postschool goals and outcomes (e.g., employment, postsecondary education, independent living).

<b>Value</b>				<b>Current Status</b>				<b>Total score value + status</b>
Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved	
3	2	1	0	0	1	2	3	_____

36. Transition assessment procedures are customized for each student so that specific information is collected regarding student needs, postschool goals and individual preferences and interests.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

37. Assessment procedures and methods are matched to the learning and response characteristics of each student.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

38. Assessment procedures include multiple and ongoing activities and methods that sample critical transition behaviors and skills.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

39. Procedures are in place to present transition assessment results to students, families and staff and to incorporate critical information throughout the transition planning process.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

40. For students graduating or exiting special education services, a summary of academic achievement and functional performance with recommendations for meeting postsecondary goals is developed and shared.

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

**Transition Assessment Score: Total of Item scores:** \_\_\_\_\_  
**Divided by 6:** \_\_\_\_\_

## SUMMARY SHEET

Indicator	Score	Priority
<b>Transition Planning</b>	<b>Domain Score:</b>	
1. Transition planning begins early in a student's educational experience (but no later than 16 years old) and continues throughout a student's school career.		
2. Transition plans are based upon person-centered planning approaches in which the student's strengths, capabilities, interests and preferences are identified.		
3. Transition IEP outcomes and postschool goals are based upon student strengths, interests and preferences.		
4. The transition IEP identifies postschool goals using appropriate transition assessments related to postsecondary education and training, employment and independent living skills.		
5. The transition IEP identifies needed transition services and courses of study to assist the student in reaching his or her postsecondary goals.		
6. Post-school outcomes data is collected for students who have exited school to track postschool success and the effectiveness of the school-based transition planning process.		
<b>Family Involvement</b>	<b>Domain Score:</b>	
7. Family members (including extended family, friends and others if appropriate) regularly attend all transition planning meetings		
8. Transition planning takes into consideration the impact of transition upon the family as a whole and not just focus exclusively on the needs of the student.		
9. Family members are involved in all decisions that are made by the transition team.		
10. Accommodations are made to involve family members in the planning process (e.g., time and location of transition planning meetings are flexible) and to include extended family members in meetings.		
11. A process is in place so that family members, students and professionals reach consensus regarding transition outcomes and services, including the courses of study.		
12. Information is provided in a variety of formats to families about transition planning, services and the IEP.		
<b>Student Involvement</b>	<b>Domain Score:</b>	
13. Students are taught decision-making skills using research-based curricula beginning as early as possible but no later than upon entering middle school.		
14. Students are provided with opportunities to make real-life meaningful decisions so that they possess the skills necessary to make informed choices about their future.		
15. Students are invited to and attend transition planning meetings and are active participants in the planning process.		

16. Students are given opportunities to learn about and/or directly experience an array of postschool outcomes (e.g., postsecondary education and training, community jobs, etc.)		
17. Students are actively involved in developing their own transition IEP and are supported to lead their IEP meeting (e.g., self-directed IEP meetings).		
18. Parents are provided with information about the importance of self-determination and self-advocacy for transition.		
<b>Curriculum and Instruction</b>	<b>Domain Score:</b>	
19. Appropriate academic instruction is provided to prepare students for functioning in their community, including attending post-secondary education.		
20. Appropriate vocational instruction is provided, including community-based vocational experiences, to prepare students for community employment.		
21. Appropriate instruction and opportunities to engage in independent living is provided to prepares students for functioning as young adults in the community		
22. Appropriate social/interpersonal and recreational skills instruction and opportunities to establish social relationships with peers is provided		
23. Teaching takes place in natural and age-appropriate settings including community settings. This would include post-high school (e.g., postsecondary) settings for students aged 18-21 still receiving special education services		
<b>Inclusion in School and Access to General Curriculum</b>	<b>Domain Score:</b>	
24. Specific strategies exist for facilitating the social inclusion of students with disabilities into regular school programs, activities, and extra-curricular activities		
25. Teachers in regular academic and vocational courses are provided with assistance of special education services to adapt their instruction and curriculum to meet the diverse needs of students		
26. A process is in place and used by IEP teams to make decisions about each student's educational program that takes into account both unique student learning needs and access to the general curriculum.		
27. Accommodations for supplemental services to support students in the general curriculum are identified on the IEP and used in an ongoing basis within the general curriculum.		
28. Appropriate accommodations are included in the IEP in order for students to fully participate in state and district-wide assessments.		
<b>Interagency Collaboration and Community Services</b>	<b>Domain Score</b>	
29. School-business partnerships and linkages exist and promote effective employment opportunities for students.		
30. A process is in place for schools and agencies to determine the anticipated service needs of students in transition from school to adult and community services.		
31. Services and supports are available to facilitate formal and informal natural support networks and community connects for students with disabilities.		
32. Accurate information about the range of community services exists and is		



available to students and families.		
33. Agencies develop written interagency agreements to identify roles and responsibilities regarding exchanging information, sharing of resources and coordinating services.		
34. The school district has at least one professional responsible for coordinating transition services, and in particular, working with outside agencies to identify barriers to effective services and to plan for improving transition and community services.		
<b>Transition Assessment</b>	<b>Domain Score:</b>	
35. Formal and informal assessment measures are available to school staff in order to develop transition plans that target postschool goals and outcomes (e.g., employment, postsecondary education, independent living).		
36. Transition assessment procedures are customized for each student so that specific information is collected regarding student needs, postschool goals and individual preferences and interests.		
37. Assessment procedures and methods are matched to the learning and response characteristics of each student.		
38. Assessment procedures include multiple and ongoing activities and methods that sample critical transition behaviors and skills.		
39. Procedures are in place to present transition assessment results to students, families and staff and to incorporate critical information throughout the transition planning process.		
40. For students graduating or exiting special education services, a summary of academic achievement and functional performance with recommendations for meeting postsecondary goals is developed and shared.		