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 begin continues throughout a st	-	educational experienc	e (but no later than 16 years old) and
	Completely Achieved 0	Mostly Achieved 1	Partially Achieved 2	Not Achieved 3
2.	Transition plans are base capabilities, interests and			es in which the student's strengths,
	Completely Achieved 0	Mostly Achieved 1	Partially Achieved 2	Not Achieved 3
3.	Transition IEP outcomes Completely Achieved 0	and postschool goals a Mostly Achieved 1	are based upon studer Partially Achieved 2	nt strengths, interests and preferences. Not Achieved 3
4.			0 11 1	sition assessments related to
	postsecondary education		1	6
	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
	0	1	4	3
5.	his or her postsecondary		services and courses of	of study to assist the student in reaching
	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
	0	1	2	3
6.	Post-school outcomes da the effectiveness of the se Completely Achieved			school to track postschool success and Not Achieved
		1	2	3
	Ū	•	-	·
		Transition Planning	Domain Score Tot	al of Item scores.
		1 runsition 1 lunning		Divided by 6:
Fa	mily Involvement			
7.	planning meetings		-	oppropriate) regularly attend all transition
	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
	0	I	2	3
8.	Transition planning takes focus exclusively on the		impact of transition	upon the family as a whole and not just
	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
	0	1	2	3
0	Family marshare and incom	lyod in all desisions 4	ant our manda har that t	monsition toom
9.	Family members are invo		2	Not Achieved
	Completely Achieved 0	Mostly Achieved 1	Partially Achieved 2	Not Achieved 3
	V	1	4	3

	-	-	ng process (e.g., time and location of mily members in meetings. Not Achieved 3
11. A process is in place so	that family members	s, students and profession	onals reach consensus regarding
transition outcomes and			
Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3
12. Information is provided Completely Achieved	in a variety of format Mostly Achieved	ts to families about tran Partially Achieved	nsition planning, services and the IEP. Not Achieved
0	1	2	3
	Family Involveme	ent Domain Score: Tot	
			Divided by 6:
Student Involvement			
no later than upon enter	-	ing research-based curr	ricula beginning as early as possible but
Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3
14. Students are provided w skills necessary to make Completely Achieved 0			ul decisions so that they possess the Not Achieved 3
15. Students are invited to a process.	nd attend transition p	lanning meetings and a	are active participants in the planning
Completely Achieved 0	Mostly Achieved 1	Partially Achieved 2	Not Achieved 3
16. Students are given oppo (e.g., postsecondary edu			ience an array of postschool outcomes
Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3
meeting (e.g., self-direc	ted IEP meetings).		P and are supported to lead their IEP
Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3
18. Parents are provided with transition.	th information about t	the importance of self-o	determination and self-advocacy for
Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	I Student Involvem	2 ent Domain Score: To	3 otal 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.							
•	Partially Achieved 2	Not Achieved 3					
-		v-based vocational expe	eriences, to				
Mostly Achieved 1	Partially Achieved 2	Not Achieved 3					
		iving is provided to pre	epares students				
Mostly Achieved 1	Partially Achieved 2	Not Achieved 3					
-	onal skills instruction ar	nd opportunities to esta	blish social				
Mostly Achieved 1	Partially Achieved 2	Not Achieved 3					
including attending post-secondary education. Completely Achieved Mostly Achieved Partially Achieved Not Achieved 0 1 2 3 20. Appropriate vocational instruction is provided, including community-based vocational experiences, to prepare students for community employment. Completely Achieved Mostly Achieved Partially Achieved Not Achieved 0 1 2 3 21. Appropriate instruction and opportunities to engage in independent living is provided to prepares students for functioning as young adults in the community Completely Achieved Mostly Achieved Partially Achieved Not Achieved 0 1 2 3 22. Appropriate social/interpersonal and recreational skills instruction and opportunities to establish social relationships with peers is provided Completely Achieved Mostly Achieved Partially Achieved Not Achieved Not Achieved Not Achieved Not Achieved Not Achieved Not Achieved Not Achieved Completely Achieved Mostly Achieved Partially Achieved Not Achieved Completely Achieved Mostly Achieved Partially Achieved Not Achieved							
Mostly Achieved 1	Partially Achieved 2	_					
	t-secondary education Mostly Achieved 1 instruction is provided nmunity employment Mostly Achieved 1 and opportunities to e g adults in the commu Mostly Achieved 1 personal and recreation is provided Mostly Achieved 1 natural and age-appro- ol (e.g., postsecondary	t-secondary education. Mostly Achieved Partially Achieved 1 2 instruction is provided, including community nmunity employment. Mostly Achieved Partially Achieved 1 2 and opportunities to engage in independent I g adults in the community Mostly Achieved Partially Achieved 1 2 personal and recreational skills instruction and is provided Mostly Achieved Partially Achieved 1 2 partially Achieved Partially Achieved 1 2 personal and recreational skills instruction and is provided Mostly Achieved Partially Achieved 1 2 natural and age-appropriate settings including of (e.g., postsecondary) settings for students a	t-secondary education. Mostly Achieved Partially Achieved Not Achieved 1 2 3 instruction is provided, including community-based vocational expension numity employment. Mostly Achieved Partially Achieved Not Achieved 1 2 3 and opportunities to engage in independent living is provided to pre- g adults in the community Mostly Achieved Partially Achieved Not Achieved 1 2 3 rpersonal and recreational skills instruction and opportunities to estate is provided Mostly Achieved Partially Achieved Not Achieved 1 2 3 rpersonal and recreational skills instruction and opportunities to estate is provided Mostly Achieved Partially Achieved Not Achieved 1 2 3 natural and age-appropriate settings including community settings. of (e.g., postsecondary) settings for students aged 18-21 still receiving Mostly Achieved Partially Achieved Not Achieved Mostly Achieved Partially Achieved Not Achieved				

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

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

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 Completely Achieved Mostly Achieved Partially Achieved Not Achieved

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

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. Completely Achieved Mostly Achieved Partially Achieved Not Achieved

Completer	ly Acmeveu 1	viosity Achieveu	r al tially Achieve	u Not Achieveu
0		1	2	3

27. Accommodations for su the IEP and used in an o			e general curriculum are identified on
Completely Achieved 0	Mostly Achieved 1	Partially Achieved 2	Not Achieved 3
28. Appropriate accommod district-wide assessments.	ations are included in t	the IEP in order for stud	dents to fully participate in state and
Completely Achieved 0	Mostly Achieved 1	Partially Achieved 2	Not Achieved 3
	Inclu	usion Domain Score: 7	Total of Item scores: Divided by 5:
Interagency Collaboration	n and Community Ser	rvices	
29. School-business partner students.	ships and linkages exi	st and promote effectiv	e employment opportunities for
Completely Achieved	Mostly Achieved 1	Partially Achieved 2	Not Achieved 3
1 1	6		pated service needs of students in
transition from school to Completely Achieved	o adult and community Mostly Achieved	v services. Partially Achieved	Not Achieved
0	1	2	3
31. Services and supports at community connects for			natural support networks and
Completely Achieved 0	Mostly Achieved 1	Partially Achieved 2	Not Achieved 3
32. Accurate information al Completely Achieved	oout the range of comm Mostly Achieved	nunity services exists a Partially Achieved	nd is available to students and families. Not Achieved
0	1	2	3
33. Agencies develop writte information, sharing of	0 1 0	-	d responsibilities regarding exchanging
Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3
particular, working with	outside agencies to id	-	inating transition services, and in tive services and to plan for improving
transition and communi	ty services. Mostly Achieved	Dontially Achieved	Not Achieved
Completely Achieved 0	1	Partially Achieved 2	3
	Intorogonos	Collaboration Score	Total of Item scores:
	interagency		e 1 otal of field scores:

Divided by 6:

Transition Assessment

	ures are available to school staff in order to de	1 1
that target postschool goals and outcom	nes (e.g., employment, postsecondary educati	on, independent living).
Value	Current Status	Total score

Value				Current Status				
Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved	value + status
3	2	1	Ô	0	1	2	3	
			1				o that specific info s and interests.	rmation is collected
	-	ely Achieve	d Mostly	Achieved	Partially	Achieved	Not Achieved	
	()		1	2		3	
	ssessment ident.	procedure	es and meth	ods are matc	hed to the l	earning an	d response characte	eristics of each
	Complete	ely Achieve	d Mostly	Achieved	Partially	Achieved	Not Achieved	
	()		1	2		3	
	haviors a	1		nultiple and c Achieved 1	ongoing act Partially		methods that samp Not Achieved 3	le critical transition
	corporate	critical in	formation th	hroughout the	e transition	planning p		d staff and to
	Complete	ely Achieve	d Mostly	Achieved	Partially	Achieved	Not Achieved	
	,	J		1	4		3	
	nctional p	erforman	ce with reco	ommendation	s for meetin	ng postseco		achievement and eloped and shared.
	Complete	ely Achieve)	a Mostly	Achieved 1	Partially	Achieved	Not Achieved 3	
		<i>,</i>		•	4		U	
				Transition .	Assessmen	t Score: T	otal of Item score	5:
							Divided by 6:	

SUMMARY SHEET

Indicator	Score	Priority
Transition PlanningDomain Score:		
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.		
Family Involvement Domain Score:		
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 evaluation on the needs of the		
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.		
Student Involvement Domain Score:		
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 encerturities to learn shout and/or	dimentary experience on	
16. Students are given opportunities to learn about and/or		
array of postschool outcomes (e.g., postsecondary edu	ucation and training,	
community jobs, etc.)	n transition IED and	
17. Students are actively involved in developing their own		
are supported to lead their IEP meeting (e.g., self-dire		
18. Parents are provided with information about the impo	ortance of self-	
determination and self-advocacy for transition.		
Curriculum and Instruction	Domain Score:	
19. Appropriate academic instruction is provided to prepa		
functioning in their community, including attending p	post-secondary	
education.		
20. Appropriate vocational instruction is provided, includ		
vocational experiences, to prepare students for commu		
21. Appropriate instruction and opportunities to engage in		
provided to prepares students for functioning as young	g adults in the	
community		
22. Appropriate social/interpersonal and recreational skill		
opportunities to establish social relationships with pee	-	
23. Teaching takes place in natural and age-appropriate se		
community settings. This would include post-high sch		
postsecondary) settings for students aged 18-21 still re	receiving special	
education services		
Inclusion in School and Access to General Cur	rriculum	
	Domain Score:	
24. Specific strategies exist for facilitating the social inclu		
disabilities into regular school programs, activities, an	nd extra-curricular	
activities		
25. Teachers in regular academic and vocational courses a		
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 of	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 suppor		
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.		
Interagency Collaboration and Community Se	ervices	
	Domain Score	
29. School-business partnerships and linkages exist and p	promote effective	
employment opportunities for students.		
30. A process is in place for schools and agencies to deter	rmine the anticipated	
service needs of students in transition from school to a	-	
services.		
31. Services and supports are available to facilitate formation	l and informal natural	
support networks and community connects for studen		
32. Accurate information about the range of community s		

available to students and families.		
33. Agencies develop written interagency agreements to ide	ntify roles and	
responsibilities regarding exchanging information, shari		
coordinating services.		
34. The school district has at least one professional responsi	ble for coordinating	
transition services, and in particular, working with outsi	de agencies to	
identify barriers to effective services and to plan for imp	proving transition	
and community services.		
Transition Assessment	Domain Score:	
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		
36. Transition assessment procedures are customized for each		
specific information is collected regarding student needs	s, 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 ac	tivities and methods	
that sample critical transition behaviors and skills.		
39. Procedures are in place to present transition assessment		
families and staff and to incorporate critical information	throughout the	
transition planning process.		
40. For students graduating or exiting special education serv		
academic achievement and functional performance with		
for meeting postsecondary goals is developed and share	d.	