



Transition Self-Assessment Tool
Alignment between PSO Indicator 14 Survey Data and Transition Services

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This tool is designed to allow teachers and administrators use the Post School Outcomes Indicator 14 data as a means to advance their transition services. This can be used as an annual self-assessment tool.

The tool has two sections. The **Transition Questions** section has a list of bold-faced, numbered questions that can be answered from your district's annual Post School Outcome Indicator 14 data. Below each numbered question is a list of transition services questions with references to curriculum-related tips that address those questions.

The **Transition Tips** section is a list of transition services tips that can be used to advance the transition services offered to your students. The successful implementation of these Tips can be used to improve the Post School Outcomes for your future students. During subsequent years, you can use your district's Post School Outcomes data to determine if the Tips you implemented were effective or not.

Directions:

If the answer to any numbered question is yes, use the questions below that numbered question to help you determine what aspects of your curriculum address that area. You can then use that information to advocate for funds to keep or enhance those transition services. You might also consider supplementing those transition services further with some of the connected tips.

If the answer to any numbered question is no, read through the related questions underneath. If the answer to any of those questions is no, go to the Tips section below to learn about related transition services that address that particular area (related Tips are identified after each question).

Once you implement these new Tips, analyze their effectiveness over the next two to four years using the future Post School Outcomes Indicator 14 data. If an improvement in the data related to that particular area is realized, the newly incorporated Tips are effective and should be maintained or even enhanced. If an improvement in the data is not realized after several years, the newly incorporated Tip is either not effective or is ineffective by itself and additional transition service ideas should be explored. There may be benefit to utilizing several Tips jointly for a cumulative effect on improving the outcome for your students. Therefore, be sure to look through all the tips and prioritize based on your school's needs, capacity, and resources.

Transition Questions

Look at your district's Post Secondary Outcome Indicator 14 data. First, analyze the overall respondents' responses on the four main outcome criteria (postsecondary education, competitive employment, other employment or education, or not engaged) and the life satisfaction question. Then, look at your data broken down by Sex, Disability Type, and Race. For each category, ask yourself the following questions using the directions listed on page 1.

1. Are the students in Postsecondary Education?

- a. Are the students/parents aware college is an option?
(Tip 3, Tip 12, Tip 13, Tip 14, Tip 18, Tip 22)
- b. Are the students/parents aware vocational, technical, or trade schools are an option?
(Tip 3, Tip 11, Tip 12, Tip 13, Tip 14, Tip 22)
- c. Are the students/parents aware adult education college preparation programs are an option?
(Tip 3, Tip 12, Tip 13, Tip 14, Tip 22)
- d. Are the teachers/guidance counselors aware college is an option?
(Tip 3, Tip 7, Tip 12, Tip 19)
- e. Do the students have the coursework needed to attend college?
(Tip 7, Tip 15)
- f. Are the students able to complete the application process?
(Tip 16)
- g. Do the students know how to select an appropriate college?
(Tip 24, Tip 25)
- h. Are the students aware of financial aid options?
(Tip 26)
- i. Do the students understand how the disability laws change in college?
(Tip 2, Tip 4, Tip 22)
- j. Can the students self-advocate for assistance in postsecondary education
(Tip 1, Tip 4, Tip 22, Tip 23, Tip 25)?
- k. Do students have technological skills necessary to engage in college learning?
(Tip 21)
- l. Are the students aware of services available on the college campus?
(Tip 8, Tip 9, Tip 15, Tip 20, Tip 22, Tip 24)

2. Are the students competitively employed?

- a. Are the students aware of employment opportunities in the community, including specific employers, help wanted locations, supported/sheltered employment?
(Tip 6, Tip 10, Tip 12, Tip 13, Tip 14, Tip 15)



- b. Do the students have job skills?
(Tip 6, Tip 7, Tip 13, Tip 14, Tip 15)
- c. Do the students have interview skills?
(Tip 11, Tip 16)
- d. Do the students have social skills?
(Tip 11)
- e. Do the students know how to complete an application?
(Tip 16)
- f. Are the students aware of transportation options?
(Tip 5, Tip 6, Tip 17)
- g. Do the students have job training skills to work full time?
(Tip 6, Tip 13, Tip 15, Tip 22)
- h. Can the students self-advocate for assistance/advancement in the work place?
(Tip 1, Tip 4, Tip 10, Tip 14, Tip 23)
- i. Do the students understand applicable disability laws?
(Tip 2, Tip 12, Tip 22)
- j. Do the students understand how employment can affect social security benefits?
- k. Are the students/parents aware of services available in the community?
(Tip 6, Tip 8, Tip 9, Tip 12, Tip 15, Tip 20, Tip 22)
- l. How does the percentage of students earning minimum wage compare to the community in general?
(Tip 24)

3. Are the students disengaged?

- a. Do the students have independent living skills?
(Tip 5, Tip 6, Tip 22)
- b. Are the students able to self-advocate?
(Tip 1, Tip 4, Tip 10, Tip 14, Tip 22)
- c. Are the students connected with post school resources in the community?
(Tip 6, Tip 8, Tip 9, Tip 12, Tip 15, Tip 20, Tip 22)

4. How satisfied are the students with life since leaving high school?

- a. Do the students have independent living skills?
(Tip 5, Tip 17)
- b. Are the students able to use community resources?
(Tip 17)
- c. Are the students able to self-advocate for services?
(Tip 1, Tip 2, Tip 4, Tip 10, Tip 14)
- d. Do the students have friends?
(Tip 11)
- e. Are the students/parents aware of services?
(Tip 6, Tip 8, Tip 9, Tip 12, Tip 15, Tip 20, Tip 22)



Transition Tips

These are concrete tips that can be used to enhance your school's current transition services. The tips marked with an asterisk (*) after the tip number come directly from the Transition Coalition website. Contact information for further information on each tip is available on the website. These were completed by field professionals and contain their insights into the use and efficacy of the tips.

(http://transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf)

Tip 1*

“Share “An Amazing Self Advocacy” Story.

Have a structured time each week for students to share his or her story. This might be problem-solving with public transportation, dealing with a stranger, speaking up for himself or herself at home, with friends, school or work, etc. Students who share a story get their names put in a hat for a “Fabulous Prize” drawing. This has evolved into a “share something you felt good about your response or behavior this week” as often students seem to give a story that is more about being a good citizen or a good friend. We then list their stories and the rest of the group will decide which category this “story” might fit. Categories include Good Citizen, Good Friend, Taking Care of Business, Good Boundary Setting, Good Employee/Work Ethic. The students get into it and come excited to share their stories. It's as helpful for the students to recognize the difference between the various “categories” their stories might fit which encourages all to participate by deciding which category. It's simple and takes no extra work (except the cheesy Fabulous Prizes!)” (Kellems & Morningstar, 2009)

Tip 2*

“Teach Your Students the Basics Regarding the Americans with Disabilities Act.

The students need more information about transition from school to work and their rights under employment provisions. Students with disabilities need to be empowered with basics regarding the ADA.” (Kellems & Morningstar, 2009)

Tip 3*

“Recruit Students with Disabilities Who Are Currently in College.

College students with disabilities can speak with high school students with disabilities (and their parents and teachers) who are interested in attending college. College students describe their disabilities, accommodations, and first-hand experiences at college.”

(Kellems & Morningstar, 2009)



Tip 4*

“Explain and Review with Students their Disabilities, Rights, and Accommodations.

Reinforce the concept that the student needs to speak up for himself or herself in order to get what is needed, because accommodations and services are no longer a given after graduation.” (Kellems & Morningstar, 2009)

Tip 5*

“Use the Ansell-Casey Lifeskills Online Assessment for Independent Living Skills.

Use the Ansell-Casey Lifeskills Assessment to determine current knowledge and target learning opportunities. Educate parents about “teachable moments” and work the development plan. Start no later than age 12. Involve the youth and family even when the students are reluctant or seem resistant. The students get better as the students gain experience. Using this tool, we have been able to get high school IEP case managers to engage in “age- appropriate transition assessment.” Materials on the Web site are free: <http://www.CaseyLifeSkills.org>.” (Kellems & Morningstar, 2009)

Tip 6*

“Create a Discovery Profile for Each Student

Observation and work experiences are used to identify skills and preferences for each student. A discovery profile is completed for each student after observations at school, in the community, at home, and during a recreational activity. The information is then used to create a series of work experiences, internships, and part-time employment, and then to develop a customized transition plan from school to work. Each student leaves high school with a customized job, adult services, and transportation.” (Kellems & Morningstar, 2009)

Tip 7*

“Use Concrete Vocational Assessment such as the Minnesota Spatial Relations Test.

The Career Center of the Arlington (VA) Public Schools did two days of this testing with my son, and it was much more valuable than a two-week assessment by Voc Rehab. My son, who has autism, just graduated from college and has a full-time job doing computer-aided drafting. Without the vocational testing in 10th grade, we would not have know to steer him to technical drawing classes in high school, which led to college and his job.” (Kellems & Morningstar, 2009)



Tip 8*

“The Berks County (PA) Transition Coordinating Council (BCTCC) Has Developed a Cross-Systems Transition Assessment Tool.

This collaborative effort over several years involves special educators, agency representatives, family members, and representatives of postsecondary institutions. The tool gathers information needed for eligibility determination and service planning by adult agencies, as well as providing progress monitoring of key transition skills over the course of several years, in order to guide annual IEP planning.

The tool is designed to be completed by student, family, and school every year. An electronic version is now being piloted. We will track whether more students who have used the CSA are connected with needed agency services one year after graduation as compared to a control group who did not use the CSA.” (Kellems & Morningstar, 2009)

Tip 9*

“Arrange Classroom Visits to Discuss Transition Options with Students.

This year, I arranged classroom visits so that agencies can educate students with significant disabilities about transition and postsecondary options. Students are provided with information regarding services that are available to them after graduation. A representative from various agencies also comes in throughout the year to share info with the students. Students also work on career exploration activities during the classroom visits.” (Kellems & Morningstar, 2009)

Tip 10*

“Non-reading Students can Complete “My Goals after School” Using Boardmaker.

I took one of our transition assessments, “My Goals after School,” and redesigned it using pictures in Boardmaker (<http://www.mayer-johnson.com/MainBoardmaker.aspx?MainCategoryID=5419>). Boardmaker is a software program that creates picture symbols to communicate. The changes made follow Kentucky’s Individual Graduation Plan (IGP) requirements for students with moderate/severe disabilities. The redesigned assessments are used with nonverbal and non-reader students. This ensures students with significant disabilities have access to career transition information.” (Kellems & Morningstar, 2009)

Tip 11*

“Develop Strategies for Increasing Co-worker Interactions with People who are Deaf-Blind.

More attention should be put on strategies for interacting and associating effectively at the workplace with co-workers. Rehabilitation programs focus strictly on academics and job training and may ignore the issue of social interactions. Even if the person is able to



do the work, isolation and frustration of not being able to interact well with others may make it impossible to enjoy working.” (Kellems & Morningstar, 2009)

Tip 12*

“Have a Transition Night for Parents.

This can be done a variety of ways. A panel discussion and Q&A afterward for parents and student to ask questions about the various transition programs and the adult agencies is one way. Another approach is a series of four workshop nights dealing with various topics. One night may be about how to prepare your child for post-secondary education. Another may be meeting with adult agencies and getting to know them better through their panel discussion and Q&A afterwards. Topics might include:

- Rights under IDEA
- Organizing records to ensure smooth post-secondary transition
- What is transition planning?
- What are Medicaid Waivers and how do you access them?
- What are post-secondary options for my child?” (Kellems & Morningstar, 2009)

Tip 13*

“Develop Job Shadowing Work Programs.

One of the most important aspects of my transition program is giving juniors and seniors the opportunity to job shadow in areas that interest them. I have had several students decide on a program and college, thanks to job shadowing. We have seen students shadow veterinary technicians (including surgeries) and dinner theater (helping behind the scenes). Our local TV station allowed one of our students to work with a camera man. A young man this year will be attending Reading Area Community College to start his program in ultrasound technology, thanks to a job shadow. There are so many willing participants out there; the students just need to be asked.” (Kellems & Morningstar, 2009)

Tip 14*

“Implement Community-based Instruction.

Teach your students what the real world requires by involving them in community-based instruction programs to explore career avenues. It is also very important to involve students in self-advocacy so that in high school and beyond the students are able to understand their learning differences and therefore are able to level the playing field. Finally, involve parents in the process by making sure there is continuous parental contact by phone and through workshops for parents and students since the high school personnel will not always be there in the transition process.” (Kellems & Morningstar, 2009)

Tip 15*

“Start Teaching Transition Skills Early!

Janel: Introduce students as young as 6th grade to skills that could be used for future employment. Students at West Las Vegas Middle School are introduced to activities that will help them find future employment: such activities include sewing, laundry, cooking,



filing, etc. The range of activities is as vast as the teacher's creative thinking.

Kristina: Begin talking to parents earlier, even in elementary school, in broad terms about services, agencies, and disability programs available in your community. I am from a large urban area. At 21 or 22, it is too late to begin agency connections. In our city it is not unusual for a person to have an eight-year wait for some services and three to five years on the waiting list for others.

As you can see, the 6th grade is not too early to begin the transition process. Parents who are informed either through their own efforts or by connecting with other parents receive more services earlier and by graduation the students have a plan of action in mind for issues of guardian-ship, employment, and long-term living arrangements.” (Kellems & Morningstar, 2009)

Tip 16*

“Create an Employability Skills Class.

We do a section on the “most frequent question in a job interview” — that being, “What can you tell me about yourself?” The students fill out a template of basic information (typical stuff — address age, education etc.). Then we compete between classes to find who can generate the largest list of positive employment adjectives. Our list often tops 300. The employment world is filled with acronyms so we employ them in our classroom. We take our first names and turn them into acronyms such as MARK-Mature, Amusing, Resourceful, Kind. Their acronyms are made into cards that we hard-laminate for their wallets and purses. The students now have words to describe themselves. Esteem building? You bet!” (Kellems & Morningstar, 2009)

Tip 17*

“Teach Your Students about Community- based Recreation Services.

Teach students how to access and use the exercise machines that are available in a fitness room of a community recreational center. To get to the facility we use our city transit system. This gives the students an exposure to the bus system that the students will depend on when the students graduate from school. At the recreation center we help students learn how to use the fitness equipment and become familiar with it. The goal of this activity is that the students will develop enough confidence to continue to visit a fitness center in adult life.” (Kellems & Morningstar, 2009)

Tip 18*

“Provide Students with a Community College Experience.

The Berks County Transition Coordinating Council (BCTCC), with support from a grant through the PA Developmental Disabilities Council, supports students in the process of applying to college and documenting their disability and need for accommodations.

These students also take the community college placement test and find out what particular academic skills the students still need to develop. This enables the student and the IEP team to focus on these particular academic skills before the student graduates.

The high school students attend a one-credit “College Success Strategies” course on-site



at the community college. The students learn study skills, time management skills, and note-taking and test-taking skills. The students also gain experience accessing disability office supports and college resources as well as interacting in a college atmosphere — while the students are still enrolled in high school. The course takes place after school (3:30–5:30 p.m.) for one semester.” (Kellems & Morningstar, 2009)

Tip 19*

“Have your School Counselors and Other Education Professionals Complete the Module, “School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings.” This is available at the the IRIS Center Web site — see <http://iris.peabody.vanderbilt.edu/cou2/chalcycle.htm>” (Kellems & Morningstar, 2009)

Tip 20*

“Have Regular Visits from Your DRS Representative.

Our DRS rep visits our school from noon to 2 p.m. on the first Thursday of every month. This provides an opportunity for him to meet with students, teachers, and parents at a convenient location. In the fall, I invited a representative from various area agencies to attend an informational session for SPED teachers and administrators. The session allowed teachers an opportunity to learn more about services provided in the community.” (Kellems & Morningstar, 2009)

Tip 21

Have Students Complete an Online High School Course.

Students can sign up for a Virtual Learning Academy course, which is a high school course that is taken online. (www.virtuallearningacademy.net)

Tip 22

View the Building a Bridge resource manual on the State of Connecticut Department of Education website.

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf>

Distribute this book to students and families and use during IEP meetings.

Tip 23

Students describe their disability.

Annually, starting in the freshman year or earlier, have students write or transcribe a letter that describes their disability, including their areas of strength and difficulty. You can use this exercise as a means to empower students to better understand how they learn best. It is an excellent exercise to help students understand their disability and how to explain it to future employers or college professors.



Tip 24

Analyze postsecondary school options.

Use career center computer programs or online programs to determine some good-fit college options. Use an online resource such as:

<http://collegesearch.collegeboard.com/search/index.jsp>

Explore criteria such as size, distance away from home, and disability support services on campus. Help students find out if the schools have a fee for disability support services and whether the family can afford these services.

Tip 25

Use Going to College website

Use this website for tips and activities related to when to share information about your disability, worksheets on comparing college support services, and other great activities related to preparing for transition to college.

<http://www.going-to-college.org/campuslife/activities.html#accommodations>

Tip 26

Use the HEATH financial aid information

Explore financial aid options specific to students with specific disabilities. Have a college night that shares that resource with families.

http://www.heath.gwu.edu/index.php?searchword=financial+aid&option=com_search&Itemid=

*Kellems, R., Morningstar, M.E. (June, 2009). *Tips for Transition*. University of Kansas Transition Coalition in collaboration with Division of Career Development and Transition. Lawrence, KS. Retrieved from http://transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf