

Effective Implementation and Support of Transition Programming and Practices for Students with Disabilities

Guidelines for Completing the Transition Practices Self-Assessment

The Transition Practices Self-Assessment (TPSA) is adapted from *Taxonomy for Transition Programming: A model for planning, organizing, and evaluating transition education, services, and programs*. Kohler, P. (1996). Western Michigan University and the Transition Research Institute at the University of Illinois at Urbana-Champaign. <http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf>

Description and Purpose of Tool:

The Transition Practices Self-Assessment (TPSA) has been designed to support and assist school districts in determining their current practices and setting priorities for collaborative planning of new and/or evolved transition practices and services by using the self-assessment data to engage in action planning and appending the district improvement plan. The TPSA is a critical first step for school districts that are 1) working to continuously improve transition services, 2) seeking access to transition-specific technical assistance and training through ISBE and the Statewide Technical Assistance Center (IS-TAC), and/or 3) addressing Indicator 13 LEA Determinations. District or school-based interagency transition teams utilize the TPSA for initial and annual assessments of effective transition practices in their school(s). The survey examines the status and need for improvement in five transition practice areas: (a) program structures, (b) collaboration, (c) student-focused planning, (d) student development, and (e) family involvement.

Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. building awareness of staff, and
5. team validation.

The survey summary is used to develop an action plan (e.g., for inclusion in the District Improvement Plan) for implementing and sustaining effective transition practices throughout the school and district.

Completing the Transition Practices Self-Assessment

Who completes the TPSA?

It is recommended that districts assemble a district and/or school-based interagency transition team (if one does not already exist). Initially and as an ongoing assessment and planning tool, the team in a school or district would complete the survey. The TPSA can be completed in several ways, in lieu of or in addition to interagency transition teams, including:

- All staff at a staff meeting (goal of 40% of all staff);
- Individuals from a representative group (e.g., Interagency Transition Team);
- Team member-led focus group (e.g., consensus with one score for group); or,
- Randomly selecting up to 10 people within the school based on demographics for your teams (2 administrators, 3 general educators, 2 special educators, 1 support staff, 1 community/agency, 1 family member/student).

When and how often should the TPSA be completed?

Because survey results are used for decision making and designing annual goals and activities for continuous improvement of transition services, schools should have teams/individuals complete the survey at least annually and preferably at the same time each year (e.g., beginning of school, end of school year, etc.) prior to engaging in or updating goals and/or activities.

How is the TPSA completed?

Teams and/or individuals should proceed with the following steps.

1. Mark (i.e., "√" or "X") on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature.
 - a. Base your response on your perspective or the consensus perspective of the team.
 - b. First evaluate the current status of each system feature (i.e. *not started, in progress, achieved, maintaining*) on the left hand side of survey.
 - c. For each feature, evaluate "What is the priority for improvement for this feature (i.e. *high, medium, low*)?"
2. Complete the relevant demographic data.
3. Indicate how the assessment is being completed (e.g., team consensus, team individuals, all staff, randomly selected group).
 - a. Identify your role. If the tool is to be completed as consensus, indicate the number of people present by roles (e.g., administrator, regular education teacher, special education teacher, parent, student, etc.). If the tool is completed by individuals, indicate name (optional) and title/role.
4. Indicate the ISBE technical assistance projects the district is currently working with or has previously worked with.

When the survey is complete...

Assessment data are entered to a web-based virtual information management system (VIMEO) and reports are generated to assist districts in understanding the results of the assessment. The summarized results can be used by the district and/or school for annual action planning, internal decision making, assessment of change over time, building awareness of staff, and/or team validation. An on-line training component assists in understanding a data-driven action planning process.

Definitions

Interagency transition team - a team of between 6 and 10 individuals and represent all key stakeholder groups (e.g., administration; students and families; teachers, transition personnel and support staff; community agencies and advocacy representatives; and, vocational rehabilitation counselors and adult agency personnel).

Current status = perceived status of the feature as of the day the rating takes place:

* Not Started	=	the activity occurs less than 24% of the time
* In Progress	=	the activity occurs approximately 25% to 74% of the time
* Achieved	=	the activity occurs 75% to 100% of the time
* Maintaining	=	the activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

Priority for Improvement = perceived status of the importance or impact of implementing the feature as it relates to the student and/or team's process:

*High	=	perceived priority of extreme to total importance to implementation feature
*Medium	=	perceived priority of moderate importance to implement feature
*Low	=	perceived priority of minimal to no importance to implement feature

Effective Implementation and Support of Transition Programming and Practices for Students with Disabilities

– Transition Practices Self-Assessment –

Program Structure							
Current Status				Transition Practice	Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining		High	Medium	Low
				<p>Program structures (e.g., supports and services) are features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development.</p>			
				<p>TPSA – PS1</p> <p>District program values, principles, and mission articulate and clearly support full access and participation of students with disabilities in transition activities and all other educational initiatives (e.g., academic, career development, vocational, adult living).</p>			
				<p>TPSA – PS2</p> <p>Education planning, programs and curricula include the following characteristics:</p> <ul style="list-style-type: none"> • community-referenced, • outcome-based, • provided in integrated and least restrictive environments, • flexible to meeting students' needs, • culturally and ethnically sensitive, • provide access to all secondary and post-secondary educational options; and • address all age levels from elementary through post-secondary education. 			
				<p>TPSA – PS3</p> <p>Transition-related policies, procedures, and practices are described and articulated.</p>			
				<p>TPSA – PS4</p> <p>Ongoing evaluation of program and student outcomes are used for program improvement (e.g., revisit TPSA, Indicator 14 post-school outcome data, district FACTS data for Indicator 13).</p>			

Transition Practices Self-Assessment Version 1.1 July 2008
 2008 Walter, Susan. TOTAL Success, Illinois State Board of Education and the Illinois Statewide Technical Assistance Center, in collaboration with Loyola University-Chicago – Center for School Evaluation, Intervention, and Training

Program Structure							
Current Status				Transition Practice	Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining	<p>Program structures (e.g., supports and services) are features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development.</p>	High	Medium	Low
				<p>TPSA – PS5</p> <p>Transition-related planning and services are integrated with educational restructuring.</p>			
				<p>TPSA – PS6</p> <p>Sufficient allocation of resources occurs and encompasses:</p> <ul style="list-style-type: none"> • creative use of resources • multiple utilization of funds • resource materials available to all stakeholders • sufficient numbers of qualified personnel • technical assistance • evidence of actual family involvement in transition services (e.g., provide narratives to exemplify specific services and results) 			

Collaboration										
Current Status				Transition Practice				Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining	<p>Collaboration practices facilitate involvement of community businesses, organizations, and agencies in all aspects of transition-focused education. Collaboration is fostered by interagency agreements that clearly articulate roles, responsibilities, communication strategies, and other collaborative actions that enhance curriculum and program development.</p>				High	Medium	Low
				<p>TPSA – COLAB1</p> <p>District/building administration and staff develop partnerships with external agencies (e.g., employers, human service agencies, post-secondary institutions, generic community service agencies) to provide supports related to transition for students with disabilities (e.g., development of interagency agreements that include methods of communication, information sharing protocols, protocols for referring students, service and task responsibilities, points of contact).</p>						
				<p>TPSA – COLAB2</p> <p>Educators, service providers, and employers work together to identify and address transition education and service needs of individual students (e.g., school to work activities, formalized partnerships with local businesses, strategies for accommodations).</p>						
				<p>TPSA – COLAB3</p> <p>All professional staff (e.g., special education teachers, social workers, guidance counselors, regular education teachers) receive training on transition strategies and practices.</p> <ul style="list-style-type: none"> • Employers and community/adult service agencies are involved as appropriate • Student and parent empowerment are addressed 						

Collaboration							
Current Status				Transition Practice	Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining		High	Medium	Low
				<p>Collaboration practices facilitate involvement of community businesses, organizations, and agencies in all aspects of transition-focused education. Collaboration is fostered by interagency agreements that clearly articulate roles, responsibilities, communication strategies, and other collaborative actions that enhance curriculum and program development.</p>			
				<p>TPSA – COLAB4</p> <p>Organizational level (i.e., district) planning includes:</p> <ul style="list-style-type: none"> • collaborative consultation between special, general and vocational educators • identification and communication of projected service needs • collaboration between post-secondary education institutions and the school district • resources for staff to work individually with students on their transition plans 			
				<p>TPSA – COLAB5</p> <p>Individual level (i.e., student) planning includes:</p> <ul style="list-style-type: none"> • agency (e.g., rehabilitation, mental health, developmental disabilities, other adult and community service agencies) contact with students prior to students' exit from school • referral to adult services providers (see e.g. above) prior to students exit from school • a process to reconvene the IEP team to identify alternative strategies to meet transition objectives when a participating agency fails to provide agreed upon services (i.e., before the student graduates with a regular diploma or exceeds the age of eligibility, 22nd birthday). 			

Student-Focused Planning							
Current Status				Transition Practice	Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining		High	Medium	Low
				<p>Student-focused planning practices focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals.</p>			
				<p>TPSA – SFP1</p> <p>Student transition plans include post-secondary goals that are measurable statements (i.e., relating to employment, education and/or training and adult living).</p>			
				<p>TPSA – SFP2</p> <p>Post-secondary goals are based on person-centered planning meetings and conversations, and age-appropriate assessment information (e.g., formal and/or informal, student and family interviews, observation, intelligence tests, career or employability tests, aptitude tests, interest inventories, social skills inventories, life skills inventories, college entrance exams, environmental analysis, etc.).</p>			
				<p>TPSA – SFP3</p> <p>Present levels of performance include student's statements about student's strengths, preferences, interests, and needs related to transition.</p>			
				<p>TPSA – SFP4</p> <p>Courses of study reflect career interests, student's cultural context, and career development (e.g., technical education, career development coursework).</p>			
				<p>TPSA – SFP5</p> <p>Annual goals are developed incrementally (e.g. based on resources to move toward and achieve his/her post secondary goals).</p>			

Student-Focused Planning										
Current Status				Transition Practice				Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining	<i>Student-focused planning practices focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals.</i>				High	Medium	Low
				TPSA – SFP6 Needed activities and supports are identified in the transition plan (e.g., instruction, related services, community experiences, development of employment and other post-school living objectives, and when appropriate acquisition of daily living skills functional vocational evaluations, accommodations).						
				TPSA – SFP7 The transition plan reflects active participation of post-school agencies with students, families and schools (e.g., rehabilitation services, mental health, developmental disabilities, health, post-secondary education, generic community service agencies).						
				TPSA – SFP8 The transition plan reflects coordination between school district activities and those of participating agencies (e.g., designed to help the student work incrementally toward attainment of the post-secondary goals).						
				TPSA – SFP9 There is an observable relationship among the present levels of performance and the transition plan (e.g., post-secondary goals and transition needs, annual goals, course of study and the coordinated set of activities recommended for the student).						
				TPSA – SFP10 All students (e.g., multiethnic and multicultural perspective, free from disability and gender bias, out-of-school youth, regardless of level of need) have the opportunity to participate in all career development activities (e.g., planning, guidance, educational experiences, development experiences) with appropriate accommodations and/or modifications when necessary.						

Transition Practices Self-Assessment Version 1.1 July 2008
 2008 Walter, Susan. TOTAL Success, Illinois State Board of Education and the Illinois Statewide Technical Assistance Center, in collaboration with Loyola University-Chicago – Center for School Evaluation, Intervention, and Training

Student-Focused Planning							
Current Status				Transition Practice	Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining		High	Medium	Low
				<p>Student-focused planning practices focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals.</p>			
				<p>TPSA – SFP11 The transition plan includes ongoing assessment and collection of data (e.g., students' needs, strengths, preferences, and interests as they relate to current and future education, training, employment, living and personal/social environments).</p>			

Student Development							
Current Status				Transition Practice	Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining	<p><i>Student development practices emphasize life, employment, and occupational skill development through school-based and work-based learning experiences.</i></p>	High	Medium	Low
				<p>TPSA – SD1</p> <p>Instructional strategies (e.g., involving the student in instructional planning) are directly related to teaching students personal skills (e.g., related to self-determination, social interactions, and independent living).</p>			
				<p>TPSA – SD2</p> <p>Ongoing assessment data (e.g., academic, cognitive, vocational and adaptive behavior) with student participation (e.g., review program) are used for planning individualized education and career plans.</p>			
				<p>TPSA – SD3</p> <p>Appropriate natural supports and accommodations are identified and developed across environments (e.g., classroom, school-based activities, extra-curricular activities, community-based) within all age levels.</p>			
				<p>TPSA – SD4</p> <p>Students are provided opportunities in natural settings (e.g., at school, extracurricular activities, in the community, at home) to:</p> <ul style="list-style-type: none"> • refine social skills, • explore recreation/leisure opportunities, • refine community-based independent living skills, • build relationships with individuals in natural settings (social capital), • learn job related social skills, • build career and vocational skills based on expressed interests; and • explore interests with accommodations or modifications. 			
				<p>TPSA – SD5</p> <p>Career and vocational competencies are infused into all age and grade level curricula (e.g., elementary, middle/junior high, and high school).</p>			

Transition Practices Self-Assessment Version 1.1 July 2008
 2008 Walter, Susan. TOTAL Success, Illinois State Board of Education and the Illinois Statewide Technical Assistance Center, in collaboration with Loyola University-Chicago – Center for School Evaluation, Intervention, and Training

Student Development							
Current Status				Transition Practice	Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining		High	Medium	Low
				<p>Student development practices emphasize life, employment, and occupational skill development through school-based and work-based learning experiences.</p>			
				<p>TPSA – SD6</p> <p>Students participate in mainstream vocational classes and programs (e.g., Career and Technical Education coursework, vocational programs and/or work study).</p>			
				<p>TPSA – SD7</p> <p>Multiple, varied community work experiences are provided for students prior to school exit (e.g., paid, unpaid, job shadow, job trials, work study, apprenticeships).</p>			
				<p>TPSA – SD8</p> <p>When appropriate, job placement services are provided for students prior to school exit (e.g., Division of Rehabilitation Services, Employment and Training Centers).</p>			

Family Involvement							
Current Status				Transition Practice	Priority for Improvement		
Not Started	In Progress	Achieved	Maintaining	<p>Family involvement practices are associated with parent and family involvement in planning and delivering education and transition services, including facilitating such involvement. Family involvement should be evident often and as early as possible for all students.</p>	High	Medium	Low
				<p>TPSA – FI1</p> <p>Training opportunities and resources are provided for families of students with disabilities/needs that address all ages and disability levels:</p> <ul style="list-style-type: none"> • advocacy, • family empowerment, • supporting student self-determination, • transition planning; and • types and function of community agencies and responsibilities. 			
				<p>TPSA – FI2</p> <p>Parent/family involvement is promoted and supported, including:</p> <ul style="list-style-type: none"> • communication in their native language, • presentation and explanation of options and choices, • support in decision-making, • attendance in planning meetings; and • participation in planning meetings. 			
				<p>TPSA – FI3</p> <p>Specific strategies are utilized to identify family needs (e.g., surveys, focus groups, interviews, conversation groups).</p>			
				<p>TPSA – FI4</p> <p>Families are included in school improvement planning (e.g., program planning, implementation, and evaluation).</p>			
				<p>TPSA – FI5</p> <p>The IEP invitation identifies agencies outside of the school system that will be invited (e.g., Division of Rehabilitation, post-secondary education institution, Independent Service Coordination Agency, community service agency, adult service agency) using the following process:</p> <ul style="list-style-type: none"> • The parent/family and/or student have provided informed, written consent for other agencies to be invited (e.g., any agency outside of the school system); and • The student and/or parent/family has ample opportunity to explore what agencies and/or services should be represented. 			

Transition Practices Self-Assessment Version 1.1 July 2008
 2008 Walter, Susan. TOTAL Success, Illinois State Board of Education and the Illinois Statewide Technical Assistance Center, in collaboration with Loyola University-Chicago – Center for School Evaluation, Intervention, and Training

Effective Implementation and Support of Transition Programming and Practices for Students with Disabilities

Demographic Profile

Please complete all relevant items.

Date _____

School District _____ City _____

Special Education Cooperative _____

School/Building _____

Individual Completing (Name Optional) _____

Who will be completing this survey?

____ Staff (minimum of 40% of all staff)

____ Representative group (e.g., Transition Team with one survey per participant)

____ Focus group (e.g. Transition Team consensus with one score for group)

____ Random selection of up to 10 people within the school based on demographics (e.g., 2 administrators, 2 regular educators, 2 special educators, 1 support staff, 2 community/agency and 1-2 family member/student)

Indicate your primary role:

_ Education Administrator

_ Regular Educator

_ Special Educator

_ Parent

_ Student

_ Guidance Counselor

_ HS Vocational Coordinator

_ STEP Counselor

_ Social Worker

_ Psychologist

_ Related Services (e.g., Speech, OT, PT)

_ Career & Tech Education

_ Higher Education

_ Adult Service Agency

_ Voc Rehab Specialist

_ Adult Service Coordinator

_ Other (_____)

Has the district/school or is the district/school working with any other ISBE technical assistance and training project(s)? Please indicate each project and whether work is current and on-going or in the past.

Autism Training and Technical Assistance Project (IATTAP)

Yes _____ No _____

If yes, when: _____

Positive Behavior Interventions and Supports (PBIS)

Yes _____ No _____

If yes, when: _____

Project CHOICES

Yes _____ No _____

If yes, when: _____

Illinois ASPIRE

Yes _____ No _____

If yes, when: _____

Parent Educator Partnership (PEP)

Yes _____ No _____

If yes, when: _____

Illinois Service Resource Center (ISRC)

Yes _____ No _____

If yes, when: _____

Project REACH

Yes _____ No _____

If yes, when: _____

Social Emotional Learning (SEL)

Yes _____ No _____

If yes, when: _____

Transition Practices Self-Assessment Version 1.1, Demographic Profile, July 2008

2008 Walter, Susan. TOTAL Success, Illinois State Board of Education and the
Illinois Statewide Technical Assistance Center

Revised 09/30/2008