

TAXONOMY FOR TRANSITION PROGRAMMING: Reflecting on Transition-Focused Education



October 2000

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**TAXONOMY FOR TRANSITION PROGRAMMING:
REFLECTING ON TRANSITION-FOCUSED EDUCATION**

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THE TAXONOMY FOR TRANSITION PROGRAMMING

The *Taxonomy for Transition Programming* (Kohler, 1996) is an applied framework of secondary education and transition practices associated with improving students' post-school outcomes. Practices that define the taxonomy are organized into five categories that are relevant for organizing schools and instruction to facilitate transition: student-focused planning, student development, interagency and interdisciplinary collaboration, family involvement, and program structures. Each of these categories features a number of primary *elements*—elements are the building blocks of the categories and include specific secondary education and transition *practices*. Practices are the activities and conditions that ensure successful outcomes.

The conceptual model represented by the *Taxonomy* operationalizes a transition perspective of education and depicts a consumer-oriented paradigm that serves as its foundation. The *Taxonomy* represents the things we need to *do* to provide transition-focused education. A brief description of each category of practices follows.

Student-Focused Planning— 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.

Student Development—Student development practices emphasize life, employment, and occupational skill development through school-based and work-based learning experiences. Student assessment and accommodations provide a fundamental basis for student development that results in successful transition.

Collaboration—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.

Family Involvement—Family involvement practices are associated with parent and family involvement in planning and delivering education and transition services, including facilitating such involvement. Family-focused training and family empowerment activities increase the ability of family members to work effectively with educators and other service providers and vice-versa.

Program Structure—Program structures are features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development. The structures and attributes of a school provide the framework for a transition perspective. By operating from the transition paradigm, schools put in place those structures and policies that reflect the notion that outcomes and activities of 100% of the students are important.

Part 1—Transition Practices Implementation Assessment
Part 2—Transition Practices Needs Assessment
Part 3—Planning Transition-Focused Education

To determine the extent to which state, regional, and/or local policies support the implementation of effective transition-related education and services, organizations at these levels must ask specific questions about their policies and practices. It is important that these questions focus on *outcomes* as well as *outputs*. The following sections are designed to assist policy makers and practitioners to reflect on their current practices using the *Taxonomy for Transition Programming* as an organizing model. We suggest you take a team approach to reflect on the extent to which and how you currently implement these practices, determine strengths and needs, and develop specific goals to address your needs. This worksheet is designed to help guide you through this process.

In **Part 1—Transition Practices Implementation Assessment**, we ask users to reflect on the degree to which they are implementing practices in the *Taxonomy*. To assist with this reflection, we first provide a set of questions that focus on each *Taxonomy* category. These questions are designed to help users go beyond simple “yes” or “no” answers as they rate their implementation levels and seek to support the selected rating level with evidence of implementation. Additional detail is provided for the Student Development Practices. These practices include strategies such as teaching students self-determination skills, developing and using career assessment strategies, developing career awareness and exploration, providing work-based education, and identifying and providing student supports. For these practices, we provide a set of questions and *indicators* that focus on *each practice area*. ***Questions and indicators directly related to the federal mandates regarding transition services for students with disabilities are indicated by a **** In **Part 2—Transition Practices Needs Assessment**, users extend their findings from Part 1 to identify their strengths and specific needs. Subsequently, users can prioritize their needs and use **Part 3—Planning Transition-Focused Education** to develop plans that address them.

Remember that the purpose of these efforts is to improve student outcomes. ***Thus, one’s efforts must begin and end with the knowledge of what students are achieving in and after leaving high school.*** The questions included herein focus primarily on educational processes and services, designed to provide students with the skills they need to live and work independently. Specific reflective questions focused on students’ post-school outcomes are listed below. They should guide your reflection and provide the basis for all your educational and transition programs and services.

Reflective Questions

- Regarding short-term outcomes, do your students have the skills they need to be successful?
 - ✓ Independent living skills?
 - ✓ Occupational skills?
 - ✓ Work behaviors?
 - ✓ Self-determination skills?
- Regarding long-term outcomes, are your students
 - ✓ Employed?
 - ✓ Living independently?
 - ✓ Participating in their communities?
 - ✓ Do they have the skills and supports they need to be successful?

REFLECTING ON TRANSITION-FOCUSED EDUCATION

TEAM INFORMATION

<p>Team Name: _____</p> <p>Primary Contact: _____</p> <p>Position: _____</p> <p>Organization: _____</p> <p>Address: _____</p> <p>_____</p> <p>Phone: _____ Fax: _____</p> <p>E mail: _____</p> <p>Team Member: _____</p> <p>Position: _____</p> <p>Organization: _____</p> <p>Address: _____</p> <p>_____</p> <p>Phone: _____ Fax: _____</p> <p>E mail: _____</p> <p>Team Member: _____</p> <p>Position: _____</p> <p>Organization: _____</p> <p>Address: _____</p> <p>_____</p> <p>Phone: _____ Fax: _____</p> <p>E mail: _____</p>	<p>Team Member: _____</p> <p>Position: _____</p> <p>Organization: _____</p> <p>Address: _____</p> <p>_____</p> <p>Phone: _____ Fax: _____</p> <p>E mail: _____</p> <p>Team Member: _____</p> <p>Position: _____</p> <p>Organization: _____</p> <p>Address: _____</p> <p>_____</p> <p>Phone: _____ Fax: _____</p> <p>E mail: _____</p> <p>Team Member: _____</p> <p>Organization: _____</p> <p>Address: _____</p> <p>_____</p> <p>Phone: _____ Fax: _____</p> <p>E mail: _____</p> <p><i>To include all members, use back of page if necessary</i></p>
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Part 1

Taxonomy for Transition Programming:

Transition Practices Implementation Assessment



Paula D. Kohler, PhD.

TRANSITION PRACTICES IMPLEMENTATION ASSESSMENT

Use the following Implementation Level Rating Scale to determine the appropriate implementation level for each practice area. Also describe evidence that illustrates the practice is being implemented at the level indicated. Use the reflective questions preceding the implementation rating sections to help clarify and expand the reflective process. The reflective questions are designed to help the user get beyond simple “yes” and “no” responses and substantively reflect on the degree of implementation in each practice area. The questions also help provide examples of evidence you might examine to determine the implementation level. As these tools provide an opportunity to reflect broadly on transition-focused practices, it is most effective to undertake the process through a team approach. Various team members bring diverse perspectives to the process and thus enrich the outcomes. An example is provided.

Implementation Level Rating Scale	
DK	- I don't know the status of development or implementation in this area
1	- No activities have been developed or implemented in this area
2	- Activities are in development, but have not yet been implemented
3	- Activities are in development and have been partially implemented
4	- Activities are fully implemented

Example:

Taxonomy Practices	Circle Current Implementation Level	Evidence of Implementation
B. STUDENT DEVELOPMENT		
1. Life skills instruction includes training that addresses:		
a. social skills	DK 1 2 3 4	Currently developing specific strategies to include and support students with disabilities in extracurricular activities
b. self-determination	DK 1 2 3 4	Using “Steps to Self-Determination” curriculum; pre and post tests indicate students gaining self-determination skills
c. independent living	DK 1 2 3 4	Using “Life-Centered Career Education” curriculum; behavior rating scales indicate skill mastery

A. STUDENT-FOCUSED PLANNING

Reflective Questions

- To what extent do students and parents actively participate in the development of their Individual Career Plan (ICP) and/or Individual Education Program (IEP)? Do students have the knowledge and skills to participate actively? How are students' interests, needs, and preferences determined and documented? To what extent do students' educational programs include student-identified goals and objectives? How many goals are student-initiated?
- To what extent and how is academic, cognitive, vocational, and/or adaptive behavior assessment information used in developing educational goals and objectives and to determine related service needs? To what extent and how is information gathered through career awareness and exploration activities subsequently linked to a student's educational program? To what extent is assessment information reflected in students' educational programs?
- To what extent are the goals and objectives identified in students' educational programs (including "transition services") implemented and evaluated?
- What assessment information is collected and used for program development? How is this information compiled and used in planning students' educational programs and services and to what extent are student portfolios used to collect and organize information? What information do they include?
- What strategies are used to insure that students, parents, agency personnel, and other appropriate individuals actively participate in planning meetings? How is participation measured and what are the findings?
- To what extent and how are the responsibilities assigned through the ICP and/or IEP process reviewed? To what extent do identified services go undelivered? What procedures are used to address discrepancies between services promised and services provided?

Taxonomy Practices	Circle Current Implementation Level	Evidence of Implementation
A. STUDENT-FOCUSED PLANNING		
1. Educational and training goals and objectives are specified in the following areas: postsecondary education, community access and participation, vocational, and residential.	DK 1 2 3 4	
2. Education and training goals and objectives are based on student and family choices and preferences.	DK 1 2 3 4	
3. A clear relationship exists between educational goals and objectives and a student's educational program of instruction, learning, and work experiences.	DK 1 2 3 4	
4. The progress and attainment of measurable goals are reviewed annually.	DK 1 2 3 4	
5. Persons and agencies responsible for the implementation of individual student goals, objectives, and activities are specified.	DK 1 2 3 4	
6. The full participation and involvement of students and their family in planning and developing individual education and career plans are required and supported.	DK 1 2 3 4	

<p>7. Student preferences, interests, and choices and their self-determination are actively supported, facilitated, and documented.</p>	<p>DK 1 2 3 4</p>	
<p>8. The educational program planning team includes:</p> <p>a. student,</p> <p>b. family members,</p> <p>c. school, and</p> <p>d. participating agency, or other community personnel.</p>	<p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p>	
<p>12. Planning meetings are organized and coordinated to:</p> <p>a. accommodate convenient times and locations for students and families,</p> <p>b. allow adequate time to accomplish planning objectives, and</p> <p>c. facilitate full preparation, participation, and involvement of all participants.</p>	<p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p>	
<p>10. Planning strategies include linkage to post-school support services and agencies prior to graduation or school exit.</p>	<p>DK 1 2 3 4</p>	

B. STUDENT DEVELOPMENT PRACTICES	Circle Current Implementation Level	Evidence of Implementation
1. Life skills instruction includes training that addresses: <ul style="list-style-type: none"> a. social skills b. self-determination c. independent living 	DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4	
<p>Reflective Questions:</p> <ul style="list-style-type: none"> • What curricula or strategies are utilized to teach students skills related to social interactions, self-determination, independent living? • In what context are these skills taught? • What opportunities do students have to apply these skills in different environments? • How effective are these curricula? • How are student skills measured? • How are students recruited and involved in co-curricular and extra-curricular activities? * Do students attend their IEP meetings? <p>Suggested Indicators</p> <ul style="list-style-type: none"> • Descriptions of curricula and/or strategies • Targeted skills and behaviors • Pre/posttests of student skills and/or behaviors • Student, family, teacher, or other checklist or rating of skills/behaviors • Examples of student products * # students at IEP meetings • # and % of students in specific co/extra-curricular activities • # of student disciplinary referrals • student attendance rates • student graduation rates 		

STUDENT DEVELOPMENT PRACTICES	IMPLEMENTATION	EVIDENCE OF IMPLEMENTATION
<p>2. Ongoing assessment of academic, cognitive, vocational, and adaptive behavior is conducted and used as a basis for planning the individualized education and career plans.</p>	<p>DK 1 2 3 4</p>	
<p>Reflective Questions</p> <ul style="list-style-type: none"> • To what extent have all students achieved the competency standards outlined in the state plan for academic, vocational, and technical education? • How and to what extent have all students been assessed with respect to the Perkin’s plan competencies? • What are the findings provided by those assessments? * Is student assessment information reflected in their IEP? * Is there a direct relationship between assessment information and the student’s post-school goals? * Is there a direct relationship between assessment information and the student’s course of study? * Is the assessment information current? * Is assessment conducted regarding student interests & preferences? <p>Suggested Indicators</p> <ul style="list-style-type: none"> * Types and date of assessment information reflected in IEPs * Alignment of assessment information with post-school goals * Student performance on cognitive, academic, vocational, and adaptive behavior assessments * Student performance on interest inventories * Pre/posttests of student skills and/or behaviors * Student, family, teacher, or other checklists or ratings of skills/behaviors * Examples of student products 		

STUDENT DEVELOPMENT PRACTICES	IMPLEMENTATION	EVIDENCE OF IMPLEMENTATION
<p>3. When appropriate, accommodations and natural supports are identified for post-school outcome areas and educational experiences.</p>	<p>DK 1 2 3 4</p>	
<p>Reflective Questions</p> <ul style="list-style-type: none"> • How are student accommodation needs identified? • What accommodation needs are identified in student IEPs? • How many and what % of accommodation needs are met? Unmet? • What methods are used to help students identify their accommodation needs in different environments? • To what extent do community service agencies provide accommodations for students with disabilities? • <p>Suggested Indicators</p> <ul style="list-style-type: none"> • Assessment strategies for identifying accommodation needs • Types and # of accommodations • # and % of students whose accommodation needs are met, unmet • Pre/post assessments regarding student knowledge and ability to request accommodations • Types and # of accommodations provided by community agencies * Related services identified to support student learning needs in: <ul style="list-style-type: none"> ✓ General education classes ✓ STW activities & other occupational curricula ✓ Work-based education experiences ✓ Co-curricular and extra-curricular activities 		

STUDENT DEVELOPMENT PRACTICES	IMPLEMENTATION	EVIDENCE OF IMPLEMENTATION
<p>4. Employment skills instruction addresses:</p> <p>a. work-related behaviors,</p> <p>b. job seeking skills, and</p> <p>c. occupational-specific vocational training.</p>	<p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p>	
<p>Reflective Questions</p> <ul style="list-style-type: none"> • How and to what extent are all students included in STW activities and systems developed through the STW Opportunities State Implementation Grant? • To what extent do all students, as well as specific student groups, enroll in and complete occupational-specific programs? • What specific services do students receive that support their access and participation in occupational programs? • What services do they need but do not receive? • Are all students, including students from specific student groups, recruited and to what extent do they participate in vocational student organizations and other co-curricular and extracurricular activities? <p>Suggested Indicators</p> <ul style="list-style-type: none"> • Description of STW activities • # and % of students participating in specific STW activities (overall, by gender, by ethnicity, by disability, by grade) • # and % of students, overall and by characteristics, participating in specific occupational programs • Pre/posttests of students' skills and behaviors • Student, parent, teacher, & other checklists or ratings • Student products 		

STUDENT DEVELOPMENT PRACTICES	IMPLEMENTATION	EVIDENCE OF IMPLEMENTATION
5. Career and vocational competencies are infused into all age and grade level curricula.	DK 1 2 3 4	
<p>Reflective Questions</p> <ul style="list-style-type: none"> • How and to what extent are all students included in career awareness and development activities at the elementary, middle, and high school levels? • How and to what extent are general and special education teachers involved in career development and awareness activities at the elementary, middle, and high school levels? • What curricula and strategies are used to increase students' awareness of career opportunities? • Who, how many, and how are employers involved in developing students' career awareness? <p>Suggested Indicators</p> <ul style="list-style-type: none"> • Description of career awareness & exploration activities • # and description of courses including career awareness and exploration activities, overall, by subject, and by level • # and % of teachers who include career awareness and exploration activities in their courses, overall, by subject, and by level • # and % of students participating in career awareness and exploration activities, overall and by characteristics • Pre/posttests of students' career awareness • Student products • # and description of employers and other community members providing career awareness and exploration activities 		

STUDENT DEVELOPMENT PRACTICES	IMPLEMENTATION	EVIDENCE OF IMPLEMENTATION
6. Work experience (paid and/or unpaid) is provided prior to school exit.	DK 1 2 3 4	
<p>Reflective Questions</p> <ul style="list-style-type: none"> • To what extent do all students, as well as specific student groups, participate in work-based education, including paid and/or unpaid work experiences, during high school? • In which occupational areas are they employed? * Are students' work experiences aligned with their postschool goals? * Are students' work experiences aligned with their course of study? * Do students have the supports, accommodations, and/or related services they need to access work experiences? <p>Suggested Indicators</p> <ul style="list-style-type: none"> • Description of work experience opportunities <ul style="list-style-type: none"> ✓ Unpaid ✓ Paid ✓ School-based ✓ Community-based • # and % of students participating in work experiences, by type and occupation, and by specific student group (i.e., disability, gender, ethnicity, grade, etc.) • Pre/posttests of student skills and behaviors • Student, parent, teacher, employer, & other checklists or ratings • Student products * Agreement between work experience and postschool goals identified in the IEP * Agreement between work experience and course of study identified in the IEP * Agreement between supports needed and provided 		

STUDENT DEVELOPMENT PRACTICES	IMPLEMENTATION	EVIDENCE OF IMPLEMENTATION
<p>7. When appropriate, job placement services are provided prior to school exit.</p>	<p>DK 1 2 3 4</p>	
<p>Reflective Questions</p> <ul style="list-style-type: none"> • How are students' job placement needs determined? • What job placement services do we provide? • Do we meet the job placement needs of our students? • What organizations are involved in providing job placement services? • Are students' job placements aligned with their post-school goals? • Do students' job placements correspond with their occupational training? <p>Suggested Indicators</p> <ul style="list-style-type: none"> • Type, #, and % of job placement services • Type, #, and % of students placed • Description of job placements (e.g., occupations, wages, hours, benefits, etc.) • Student and family satisfaction with job placement • Student and family satisfaction with job placement services • Agreement between placements and post-school goals • Agreement between placements and occupational training area 		

C. COLLABORATIVE PLANNING AND SERVICE DELIVERY

Reflective Questions

- How and to what extent do various disciplines (e.g., general, vocational, and special education) and service agencies (e.g., educational and rehabilitation) coordinate, collect, and share assessment information?
- How and to what extent do communities coordinate community-level service issues?
- How many schools have up-to-date collaborative agreements with their local rehabilitation agency, human service agencies, employment agencies, youth development programs, etc.? To what extent do rehabilitation counselors, human service agents, and/or other relevant service providers meet with students in schools? To what extent do rehabilitation counselors, human service agents, and/or other relevant service providers actively participate in ICP and/or IEP meeting? How many students are receiving rehabilitation and/or other services? What services are they receiving? What services do they need but are not getting? How many and what services are projected for the future?
- How are businesses and labor unions recruited and/or involved in identifying standards, developing curricula, participating in career awareness and exploration, providing work-based education, and providing professional development for teachers? Are local businesses and labor unions satisfied with students' current educational outcomes?

C. COLLABORATION	IMPLEMENTATION LEVEL	EVIDENCE OF IMPLEMENTATION
<p>1. Formal collaborative agreements are established among schools, employers, human service agencies, and postsecondary institutions that support the transition of all youths from school-to-work, postsecondary education, and other post-school environments.</p>	DK 1 2 3 4	
<p>2. Formal roles and responsibilities are specified including:</p> <p>a. methods of communication,</p> <p>b. information sharing protocols,</p> <p>c. designated tasks responsibility, and</p> <p>d. points of contact.</p>	<p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p>	
<p>3. Collaboration strategies and consultation are used to establish linkages and relationships between special, regular, and vocational educators and between LEAs and postsecondary education institutions, businesses, and labor unions.</p>	DK 1 2 3 4	

<p>4. Efforts are underway to reduce barriers to collaboration and :</p> <p>a. improve information sharing,</p> <p>b. coordinate service delivery, and</p> <p>c. involve employers and community representatives.</p>	<p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p> <p>DK 1 2 3 4</p>	
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D. FAMILY INVOLVEMENT

Reflective Questions

- To what extent and how are parents and/or families of all students included in professional development activities and program planning, implementation, and evaluation? In what roles do family members participate in providing transition-related education and services? What strategies are used to recruit and/or involve family members?
- How satisfied are parents and family members with their involvement in professional development activities and program planning, implementation, and evaluation? How do parents and families perceive the effectiveness of transition-focused education and services for their children?
- To what extent are training opportunities provided for parents and family members? How effective are these activities in increasing parents' knowledge and skills? Do these activities positively impact the extent to which parents and/or family members are involved in transition-related education and service delivery?

D. FAMILY INVOLVEMENT	IMPLEMENTATION LEVEL	EVIDENCE OF IMPLEMENTATION
1. Training opportunities and resources are provided that address: <ul style="list-style-type: none"> a. advocacy, b. family empowerment, c. transition planning, and d. types and function of community agencies and responsibilities. 	DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4	
2. Parent and family involvement and empowerment are promoted and supported through: <ul style="list-style-type: none"> a. communication in their native language, b. presentation and explanation of options and choices, c. support in decision-making, and d. attendance in planning meetings. 	DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4	
3. Specific strategies are utilized to identify family needs.	DK 1 2 3 4	
4. Families are included in program planning, implementation, and evaluation.	DK 1 2 3 4	

E. PROGRAM STRUCTURES AND POLICIES

Reflective Questions

- What outcomes do students achieve with respect to employment, independent living, social and recreation, and community participation? How are students' post-school outcomes measured? What indicators have been identified and used to measure students' post-school outcomes?
- What incentives and/or disincentives are used to hold schools accountable for students' post-school outcomes? To what extent and how are student outcomes considered in the monitoring and/or quality assurance processes?
- What data are collected and reported that indicate the extent to which all students are included in school to work activities and systems developed through the School-to-Work Opportunities State Implementation Grant?
- To what extent and how do interagency coordinating bodies conduct strategic planning for collaborative service delivery and funding? To what extent and how are student outcome data and other program evaluation information used in strategic planning?
- To what extent and how are specific transition-related teacher competencies included in licensure and certification standards (e.g., skills for teaching self-determination, skills for facilitating active student involvement in ICP and/or IEP planning, knowledge of rehabilitation and other adult services systems, and ability to work collaboratively with rehabilitation counselors and adult agency personnel)? Are these competencies addressed in teacher and/or administrator assessments and mentor programs? Do practicing and beginning teachers—general, special, and vocational—possess these competencies?
- To what extent is a *transition-perspective of education* reflected in state and local vision statements? What are local schools' expectations for *all* their students, including students from special populations?
- How are “transition services” perceived at the local level (i.e., narrowly defined or broadly interpreted)? What barriers impede the adoption of a broad transition perspective? How are state transition and school-to-work initiatives perceived and implemented at the local level (e.g., separate, competing, parallel, integrated)?
- Are local resources adequate to meet the education and transition service needs of all their students?

- Do current data collection systems at local and state levels satisfy data information needs? To what extent are data collections systems at the state level compatible (e.g., state employment services, rehabilitation, vocational and special education, other adult and children’s services)? To what extent are the data combined and used to address service and funding issues? To what extent and how are local training, resource, and other local needs assessed and communicated to the state level?
- To what extent and how are a variety of students (e.g., of differing ethnicities and genders, and students with disabilities) portrayed and/or included in all resource and dissemination materials generated at the local and state levels (on covers, in brochures and instructional materials, in professional development materials)? To what extent and how are all individuals included in decision-making roles?
- What is the intended legacy of projects supported through special, time-limited funding? How will achievement of the legacy be determined? How will transition-related education and services be approached and facilitated after special funding ends?

E. PROGRAM STRUCTURES	IMPLEMENTATION LEVEL	EVIDENCE OF IMPLEMENTATION
1. Program values, principles, and mission clearly support the full access and participation of all youths in school-to-work activities, and all other educational initiatives.	DK 1 2 3 4	
2. Educational planning, programs, and curricula: <ul style="list-style-type: none"> <li data-bbox="260 639 659 667">a. are community-referenced, <li data-bbox="260 748 569 776">b. are outcome-based, <li data-bbox="260 857 772 927">c. are provided in integrated and least restrictive environments, <li data-bbox="260 971 779 998">d. are flexible to meet students' needs, <li data-bbox="260 1042 663 1112">e. are culturally and ethnically sensitive, <li data-bbox="260 1156 772 1258">f. provide access to all secondary and postsecondary educational options, and <li data-bbox="260 1302 762 1404">g. address all age levels from elementary through postsecondary education. 	DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4	

<p>3. Community service agencies, LEAs, administrative personnel, school boards, and community representatives express and support the full access and participation of all youths in school-to-work activities and other educational initiatives.</p>	<p>DK 1 2 3 4</p>	
<p>4. Transition-related policies, procedures, and practices are described and articulated.</p>	<p>DK 1 2 3 4</p>	
<p>5. State and community level strategic planning are conducted and focus on state and local issues and services specific to the transition of all youths from school to work, postsecondary education, and other post-school environments.</p>	<p>DK 1 2 3 4</p>	
<p>6. Ongoing evaluation of program and student outcomes is used for program improvement.</p>	<p>DK 1 2 3 4</p>	
<p>7. Sufficient resources are allocated to support full access and participation of all youths in STW activities.</p>	<p>DK 1 2 3 4</p>	

<p>8. Sufficient numbers of qualified personnel are allocated to assure implementation of activities that support and promote the full access and participation of all youths in STW activities.</p>	<p>DK 1 2 3 4</p>	
<p>9. Pre-service, in-service, and other staff development opportunities and activities are in place that promote the development and implementation of policies, procedures, and practices that support and promote the full access and participation of all youths in STW activities.</p>	<p>DK 1 2 3 4</p>	

Part 2

Taxonomy for Transition Programming: Transition Practices Needs Assessment



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TRANSITION PRACTICES NEEDS ASSESSMENT

Instructions

Use the responses on your *Transition Practices Implementation Assessment* to identify the current strengths of your transition-focused education and services for all youths. Then, use this information as a baseline to identify specific education or service needs. Subsequently, use highlighters to color-code your identified needs with respect to their immediacy, or the order in which they might be addressed: (a) pink - immediate, (b) yellow - intermediate, and (c) blue - long-term.

Taxonomy Practices	Current Strengths	Needs
A. STUDENT-FOCUSED PLANNING		
1. Educational and training goals and objectives are specified in the following areas: postsecondary education, community access and participation, vocational, and residential.		
2. Education and training goals and objectives are based on student and family choices and preferences.		
3. A clear relationship exists between educational goals and objectives and a student's educational program of instruction, learning, and work experiences.		

<p>4. The progress and attainment of measurable goals are reviewed annually.</p>		
<p>5. Persons and agencies responsible for the implementation of individual student goals, objectives, and activities are specified.</p>		
<p>6. The full participation and involvement of students and their family in planning and developing individual education and career plans are required and supported.</p>		
<p>7. Student preferences, interests, and choices and their self-determination are actively supported, facilitated, and documented.</p>		
<p>8. The educational program planning team includes:</p> <ul style="list-style-type: none"> a. student, b. family members, c. school, and d. participating agency, or other community personnel. 		

<p>9. Planning meetings are organized and coordinated to:</p> <ul style="list-style-type: none"> a. accommodate convenient times and locations for students and families, b. allow adequate time to accomplish planning objectives, and c. facilitate full preparation, participation, and involvement of all participants. 		
<p>10. Planning strategies include linkage to post-school support services and agencies prior to graduation or school exit.</p>		

B. STUDENT DEVELOPMENT	CURRENT STRENGTHS	NEEDS
<p>1. Life skills instruction includes training that addresses:</p> <ul style="list-style-type: none"> a. social skills b. self-determination c. independent living 		
<p>2. Ongoing assessment of academic, cognitive, vocational, and adaptive behavior is conducted and used as a basis for planning the individualized education and career plans.</p>		

<p>3. When appropriate, accommodations and natural supports are identified for post-school outcome areas and educational experiences.</p>		
<p>4. Employment skills instruction addresses:</p> <ul style="list-style-type: none"> a. work-related behaviors, b. job seeking, and c. occupation-specific vocational training. 		
<p>5. Career and vocational competencies are infused into all age and grade level curricula.</p>		
<p>6. Work experience (paid and/or unpaid) is provided prior to school exit.</p>		
<p>7. When appropriate, job placement services are provided prior to school exit.</p>		

C. COLLABORATION	CURRENT STRENGTHS	NEEDS
<p>1. Formal collaborative agreements are established among schools, employers, human service agencies, and postsecondary institutions that support the transition of all youths from school-to-work, postsecondary education, and other post-school environments.</p>		
<p>2. Formal roles and responsibilities are specified including:</p> <ul style="list-style-type: none"> a. methods of communication, b. information sharing protocols, c. designated tasks responsibility, and d. points of contact. 		
<p>3. Collaboration strategies and consultation are used to establish linkages and relationships between special, regular, and vocational educators and between LEAs and postsecondary education institutions, businesses, and labor unions.</p>		
<p>4. Efforts are underway to reduce barriers to collaboration and :</p> <ul style="list-style-type: none"> a. improve information sharing, b. coordinate service delivery, and c. involve employers and community representatives. 		

D. FAMILY INVOLVEMENT	CURRENT STRENGTHS	NEEDS
1. Training opportunities and resources are provided that address: <ul style="list-style-type: none"> a. advocacy, b. family empowerment, c. transition planning, and d. types and function of community agencies and responsibilities. 		
2. Parent and family involvement and empowerment are promoted and supported through: <ul style="list-style-type: none"> a. communication in their native language, b. presentation and explanation of options and choices, c. support in decision-making, and d. attendance in planning meetings. 		
3. Specific strategies are utilized to identify family needs.		
4. Families are included in program planning, implementation, and evaluation.		

E. PROGRAM STRUCTURES	CURRENT STRENGTHS	NEEDS
<p>1. Program values, principles, and mission clearly support the full access and participation of all youths in school-to-work activities, and all other educational initiatives.</p>		
<p>2. Educational planning, programs, and curricula:</p> <ul style="list-style-type: none"> a. are community-referenced, b. are outcome-based, c. are provided in integrated and least restrictive environments, d. are flexible to meet students' needs, e. are culturally and ethnically sensitive, f. provide access to all secondary and postsecondary educational options, and g. address all age levels from elementary through postsecondary education. 		
<p>3. Community service agencies, LEAs, administrative personnel, school boards, and community representatives express and support the full access and participation of all youths in school-to-work activities and other educational initiatives.</p>		

<p>4. Transition-related policies, procedures, and practices are described and articulated.</p>		
<p>5. State and community level strategic planning are conducted and focus on state and local issues and services specific to the transition of all youths from school to work, postsecondary education, and other post-school environments.</p>		
<p>6. Ongoing evaluation of program and student outcomes is used for program improvement.</p>		
<p>7. Sufficient resources are allocated to support full access and participation of all youths in STW activities.</p>		
<p>8. Sufficient numbers of qualified personnel are allocated to assure implementation of activities that support and promote the full access and participation of all youths in STW activities.</p>		

<p>9. Pre-service, in-service, and other staff development opportunities and activities are in place that promote the development and implementation of policies, procedures, and practices that support and promote the full access and participation of all youths in STW activities.</p>		
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Part 3

Taxonomy for Transition Programming: Planning Transition-Focused Education



Paula D. Kohler, PhD.

PLANNING TRANSITION-FOCUSED EDUCATION

Instructions

Use the responses from your *Part 1—Transition Practices Implementation Assessment* and *Part 2—Transition Practices Needs Assessment*, to identify specific goals that address your identified needs. Then, identify specific goal-related activities, responsibility, and a timeframe for implementation.

Taxonomy Practices	Measurable Goals	Activities	Who's Responsible	Time-frame
A. STUDENT-FOCUSED PLANNING				
1. Educational and training goals and objectives are specified in the following areas: postsecondary education, community access and participation, vocational, and residential.				
2. Education and training goals and objectives are based on student and family choices and preferences.				
3. A clear relationship exists between educational goals and objectives and a student's educational program of instruction, learning, and work experiences.				

<p>4. The progress and attainment of measurable goals are reviewed annually.</p>				
<p>5. Persons and agencies responsible for the implementation of individual student goals, objectives, and activities are specified.</p>				
<p>6. The full participation and involvement of students and their family in planning and developing individual education and career plans are required and supported.</p>				
<p>7. Student preferences, interests, and choices and their self-determination are actively supported, facilitated, and documented.</p>				
<p>8. The educational program planning team includes:</p> <ul style="list-style-type: none"> a. student, b. family members, c. school, and d. participating agency, or other community personnel. 				

<p>9. Planning meetings are organized and coordinated to:</p> <ul style="list-style-type: none"> a. accommodate convenient times and locations for students and families, b. allow adequate time to accomplish planning objectives, and c. facilitate full preparation, participation, and involvement of all participants. 				
<p>10. Planning strategies include linkage to post-school support services and agencies prior to graduation or school exit.</p>				

B. STUDENT DEVELOPMENT	MEASURABLE GOALS	ACTIVITIES	WHO'S RESPONSIBLE	TIME-FRAME
<p>1. Life skills instruction includes training that addresses:</p> <ul style="list-style-type: none"> a. social skills b. self-determination c. independent living 				
<p>2. Ongoing assessment of academic, cognitive, vocational, and adaptive behavior is conducted and used as a basis for planning the individualized education and career plans.</p>				

<p>3. When appropriate, accommodations and natural supports are identified for post-school outcome areas and educational experiences.</p>				
<p>4. Employment skills instruction addresses:</p> <ul style="list-style-type: none"> a. work-related behaviors, b. job seeking, and c. occupation-specific vocational training. 				
<p>5. Career and vocational competencies are infused into all age and grade level curricula.</p>				
<p>6. Work experience (paid and/or unpaid) is provided prior to school exit.</p>				
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C. COLLABORATION	MEASURABLE GOALS	ACTIVITIES	WHO'S RESPONSIBLE	TIME-FRAME
<p>1. Formal collaborative agreements are established among schools, employers, human service agencies, and postsecondary institutions that support the transition of all youths from school-to-work, postsecondary education, and other post-school environments.</p>				
<p>2. Formal roles and responsibilities are specified including:</p> <ul style="list-style-type: none"> a. methods of communication, b. information sharing protocols, c. designated tasks responsibility, and d. points of contact. 				
<p>3. Collaboration strategies and consultation are used to establish linkages and relationships between special, regular, and vocational educators and between LEAs and postsecondary education institutions, businesses, and labor unions.</p>				
<p>4. Efforts are underway to reduce barriers to collaboration and :</p> <ul style="list-style-type: none"> a. improve information sharing, b. coordinate service delivery, and c. involve employers and community representatives. 				

D. FAMILY INVOLVEMENT	MEASURABLE GOALS	ACTIVITIES	WHO'S RESPONSIBLE	TIME-FRAME
1. Training opportunities and resources are provided that address: <ul style="list-style-type: none"> a. advocacy, b. family empowerment, c. transition planning, and d. types and function of community agencies and responsibilities. 				
2. Parent and family involvement and empowerment are promoted and supported through: <ul style="list-style-type: none"> a. communication in their native language, b. presentation and explanation of options and choices, c. support in decision-making, and d. attendance in planning meetings. 				
3. Specific strategies are utilized to identify family needs.				
4. Families are included in program planning, implementation, and evaluation.				

E. PROGRAM STRUCTURES	MEASURABLE GOALS	ACTIVITIES	WHO'S RESPONSIBLE	TIME-FRAME
<p>1. Program values, principles, and mission clearly support the full access and participation of all youths in school-to-work activities, and all other educational initiatives.</p>				
<p>2. Educational planning, programs, and curricula:</p> <ul style="list-style-type: none"> h. are community-referenced, i. are outcome-based, j. are provided in integrated and least restrictive environments, k. are flexible to meet students' needs, l. are culturally and ethnically sensitive, m. provide access to all secondary and postsecondary educational options, and n. address all age levels from elementary through postsecondary education. 				
<p>3. Community service agencies, LEAs, administrative personnel, school boards, and community representatives express and support the full access and participation of all youths in school-to-work activities and other educational initiatives.</p>				

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<p>5. State and community level strategic planning are conducted and focus on state and local issues and services specific to the transition of all youths from school to work, postsecondary education, and other post-school environments.</p>				
<p>6. Ongoing evaluation of program and student outcomes is used for program improvement.</p>				
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<p>9. Pre-service, in-service, and other staff development opportunities and activities are in place that promote the development and implementation of policies, procedures, and practices that support and promote the full access and participation of all youths in STW activities.</p>				
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