



Transition Services Rating Scale

for assessing the provision supports for students with disabilities to reach employment goals

This tool was designed by Nancy Molfenter and Ellie Hartman as part of the LGTW Wisconsin grant project to help high school special educators and transition teachers with: 1) Tracking the use of evidence-based practices for individual students, and 2) Identifying transition service needs in order to address existing gaps.

Transition Services Rating Scale

Background: Items on this scale span 7 areas shown to increase successful transition from high school to integrated employment for students with disabilities. These areas include: *Self-Determination, Individualized Employment Goals, Collaboration with Transition Partners, General Education Classes & Extracurricular Activities, Community Work Experiences, Postsecondary Education, and Targeted Coordination of Transition Services.*

Purpose: This tool was designed to help high school special educators and transition teachers with: 1) Tracking the use of evidence-based practices for individual students, and 2) Identifying transition service needs in order to address existing gaps.

Point System: This scale uses a point system designed to measure the degree to which a student has engaged in evidence-based transition to employment activities since the last time the tool was completed. Each item describes a specific activity for students with disabilities linked to a higher likelihood of being employed after school.

1 point is given for each instance of the student engaging in the activity described. For some items, there is a secondary criterion that receives *1 or more extra points* as listed. *Secondary criteria are awarded extra points because these items have demonstrated a stronger impact on employment outcomes.

For example, on item 1., if a student practiced sharing information about her/his disability to two different special education teachers and the student also shared disability information with one general education teacher, a 3 would be placed on the first line. An additional extra credit point is added for the instance of sharing with the general education teacher with a 1 on the next line. The total for the item would be 4.

Section I - Self-Determination

1. Student can identify her/his strengths and impact of disability to:
 - a. Case manager and special education staff
 - b. General education teachers
 - c. Prospective employers/community members

1 point for every occurrence of student self-disclosing disability to someone from the list above 3

*Add 1 *extra* point for each time the student self-disclosed his/her disability to a general education teacher or prospective employer/community 1

Item points (add numbers from both lines above here) 4

If the student self-disclosed disability information to one special educator, one general educator, and one prospective employer/community member, 3 points are given on the first line. In this case, 2 extra points would go on the second line – 1 extra point each for the general education teacher and the prospective employer. The Item Total would be 5.

1 point for every occurrence of student self-disclosing disability to someone from the list above 3

*Add 1 *extra* point for each time the student self-disclosed his/her disability to a general education teacher or prospective employer/community 2

Item points (add numbers from both lines above here) 5

Points for each item and section accumulate over time to create an ongoing tracking system for transition to employment activities. Items and sections receiving more points are areas of current strength in terms of the student's transition services. Items that receive 0 points and sections with minimal points indicate areas of need in the scope of transition services for the student. Goals for next steps in transition activities can be developed based on results.

Using Results: By completing the scale over the course of transition years, educators can track the opportunities for individual students in each of the included areas linked to positive employment outcomes. Using the tracking form provided, teachers can identify, and then provide, opportunities that have been lacking or underrepresented in transition planning and services previously.

By reviewing scores across a group of students at a high school or in a district, educators and administrators can identify areas of strength as well as gaps in transition services for students with disabilities.

Recommended Frequency of Use: This scale will be most helpful to teachers and students if completed at the beginning, middle, and end of each academic year starting in the first school year that the student enters at age 14. Completing the scale for a student mid-year will allow educators time to adjust services and activities for the second half of a given school year to increase attention to transition activities, as well as assist in planning for summer opportunities.

***Note:** Although the majority of activities listed in the scale typically happen through high school services, Special Education Teachers/Transition Coordinators might need to gather information from family members and other partners in transition for a few items on this scale.

Student Name:

Age and Grade:

Completed By:

Date of Completion:

Section I - Self-Determination

1. Student can identify her/his strengths and impact of disability to:
 - Case manager and special education staff
 - General education teachers
 - Prospective employers/community members

1 point for every occurrence of student self-disclosing disability to someone from the list above_____

*Add 1 *extra* point for each time the student self-disclosed his/her disability to a general education teacher or prospective employer/community_____

Item points (add numbers from both lines above here) _____

2. Student can identify what accommodations he/she needs in:
 - a. Education settings
 - b. Employment/community settings

1 point for every occurrence of student self-identifying accommodation needs to someone

Item points_____

3. Student can self-advocate for accommodations needed in
 - a. Educational settings
 - b. Employment/community settings

1 point for every *documented* occurrence of student asking for needed accommodation _____

*Add 1 *extra* point for each time the student asked a general education teacher or employer_____

Item points_____

Section I Points (add numbers from all "Item Points" lines here) _____

Section II – Individualized Planning and Goals

- 4. Student provided direct input into the development of her/his annual transition and post-school employment and education goals.

Examples – *documented* discussions with student prior to and at planning meeting, review and revision of goals based on student data or transition assessment results.

1 point for each documented event of gathering student input toward goals_____

*Add 1 extra point for any meetings that were student-initiated or student-led _____

Item points_____

- 5. Student’s family member(s) provided input for annual transition and post-school employment and education goals

Examples – *documented* discussion with family at planning meeting, transition survey completed by family, direct contact with family to gather input

1 point for each documented event of gathering family input for employment goals

Item points_____

- 6. Student has annual goals and objectives designed to directly support progress toward individualized post-school education and employment goals.

Examples – learning to use public transportation to facilitate independence getting to college or work, using assistive technology to successfully complete a general education class, learning to follow a set list of instructions to develop skills for completing job tasks, or learning how to follow a time schedule without assistance

1 point for each annual goal that directly aligns with post-school goals
points_____

*Add 1 extra point for each annual goal aligned with post-school goals that was self-identified by the student (student directed the team to include the goal through input)

Item points_____

- 2 Student’s annual and post-school employment and/or education goals have been revised as a result of community work experiences

1 point for each goal revised as a result of community experience

Item points_____

Section II Points_____

Section III - Collaboration

7. Student and IEP team have worked with **general education** staff to identify classes and extra-curricular opportunities.

Examples – *documented* review of all available general education classes and clubs or extracurricular activities offered at the school (opportunity mapping), discussions with general educators about classes and activities the student plans to attend, meetings with general educators.

1 point for each documented consultation with general education staff

Item points_____

8. Student and his/her family have met with **guidance** counselor or equivalent person at school to discuss options for higher education and career plan.

1 point for each time student met with guidance staff

Item points_____

9. Student and her/his family have been provided information about **Vocational Rehabilitation** (VR) services.

1 point for every documented occurrence of information being provided _____

*Add **1 extra point** if an **application** has been submitted to **VR** _____ +

*Add **another 1 extra point** if student has Individual Plan for Employment (**IPE**) _____ +

*Add **an additional 3 extra points** if **VR services** are being used to facilitate paid employment _____

Item points_____

10. Student and her/his family have been provided information about the process of seeking resources from adult or long term care services.

Examples: Contacts for adult services intake (local aging and disability resource center, local state or county authority on disability services, social security, mental health, and health care benefits), and agencies that provide supportive services (home supports, recreation support, personal care assistance, mobility training, and transportation).

1 point for every different/new resource shared with student and her/his family

Item points_____

11. Student and her/his family have been provided with information about integrated employment service providers available in the community where they live.
Examples: Transition night at school where integrated employment support providers are present, brochures given to student and family, student and family meet with former students who are using the provider to learn about the services offered.
*Note – DO NOT count information provided about sheltered/segregated workshop settings in points for this scale.

1 point for each different *integrated employment* support provider introduced _____
*Add 1 extra point for every prospective *integrated employment* support provider the student and her/his family have met or been in contact with _____

Item points _____

12. Student and family have been provided information about obtaining work incentives benefits counseling to learn about how to keep needed benefits when working.
*Note: this is *not* the same as applying for public benefits through a *Benefits Specialist*

1 point for each *documented* time information was provided _____

*Add **1 extra point** if student has had an analysis completed by a *Work Incentives Benefits Counselor* (WIBC) _____ ±

*Add an **additional extra 1 point** if that WIBC was part of the Work Incentives Benefits Specialist Association (WIBSA) _____
(*this item for Wisconsin only – can be found on website using the name of WIBC*)

Item points _____

Section III Points _____

Section IV - High School Classes and Extra-Curricular Activities

13. Student has had support to review the list of classes offered to all same-grade peers and participate in making choices about the classes he/she is taking now and will take in the future (opportunity mapping).

1 point per *documented* opportunity for student to choose from classes offered _____
*Add 1 extra point for each class chosen by the student that was placed on his/her schedule _____

Item points _____

14. Student is currently enrolled in general education classes with peers who do not have disabilities.

1 point for each *inclusive* gen ed class the student is taking at this time_____

*Add 1 extra point for every current gen ed class with content directly related to a post-school education or employment goal_____

Item points_____

15. Student has had opportunities to choose from the list of school-sponsored extracurricular activities offered to all other same-grade peers based on her/his talents and interests. (opportunity mapping)

1 point for every *documented* opportunity provided for the student to choose inclusive extra-curricular activities offered through school

Item points_____

16. Student is actively involved in extracurricular activities with peers who do not have disabilities.

**Note:* DO NOT count activities designed especially for students with disabilities such as Best Buddies or Special Olympics for points on this scale.

1 point for each extracurricular activity the student chose and actively participates in at this time_____

*Add 1 extra point for each activity directly related to post school education or employment goal_____

Item points_____

Section IV Points _____

Section V – Community Work Experiences

17. Student has had one or more volunteer experiences in the community.

1 point for every new different volunteer experience since last completion of scale_____

*Add 1 extra point for each of the different or new experiences directly related to employment goal_____

Item points_____

18. Student has gone on job shadows and/or tours of community businesses for the purpose of career exploration.

*Note: DO NOT include tours of sheltered workshops in the points for this scale.

1 point for each new and different job shadow/business tour since last completing this scale _____

*Add 1 extra point for new job shadows/business tours in fields directly related to post school employment goal _____

Item points _____

19. Student has participated in work study, service learning, or another program to obtain school credit for time working or volunteering at a community business/organization.

1 point for each new opportunity to earn credit for community work experience since last completion of scale

Item points _____

20. In conjunction with community work experiences, the student has been provided opportunities to practice and develop social and soft skills needed for optimal employment success.

Examples: Job skills class, assigned mentoring, use of video modeling, implementation of social and/or soft skills curriculum, job coaching

1 point for each new and different formal learning opportunity provided since last completion of scale _____

*Add 1 extra point if social and/or soft skills training took place in community setting _____

Item points _____

21. Student has had one or more paid integrated jobs in the community.

Note: DO NOT count paid work experience at sheltered workshops in the points for this scale.

1 point for each current paid integrated community job _____

*Add 1 extra point for each paid job directly related to post-school employment goal _____

*Add **3 additional** extra points for each current job that is paid directly by the employer (student is on company payroll) _____

Item points _____

Section V Points _____

Section VI - Postsecondary Education Goals

22. The student has had opportunities and support to explore options for postsecondary education that matches intended career choice.

1 point for college or postsecondary vocational-technical education goal _____

*Add 1 point if the postsecondary goal is directly related to the employment goal _____

Item points _____

23. Student has a program of study planned through her/his Individual Education/Transition plan (IEP/ITP) and/or Individual Learning Plan (ILP) or Academic Career Plan (ACP) that is aligned with postsecondary education goal.

1 point for course of study plan and postsecondary education goal alignment

Item points _____

24. Student and her/his family have been provided information about specific college or postsecondary vocational-technical education programs that might be a good fit.

*Note: DO NOT include points for providing information about segregated vocational training programs such as sheltered workshops on this scale.

1 point for each college or vocational-technical institution introduced _____

*Add **1 extra point** for every new postsecondary education institution toured since last completion of scale _____

*Add **2 extra points** for each college class the student has taken through dual enrollment since the last completion of the scale _____

Item points _____

Section VI Points _____

Section VII - Coordination of Transition Services

Coordination of transition planning services involves assistance to students with disabilities to engage in all of the activities covered in this rating scale. There are sometimes Additional required goals and activities as determined by the team and IEP.

25. Student has a designated school staff member assigned to coordinate and oversee the delivery of transition services, including course of study, annual goals, postsecondary education and employment goals, and all related transition activities.

1 point if formal transition coordination is an assigned job _____

*Add 1 extra point if the transition coordinator's time is dedicated full-time to that role_____

Item points_____

26. Student's transition plan and services are reviewed regularly to ensure

1 point for this completion of the transition services rating scale _____

Item points_____

Section VII Points_____

Summary of Section Points

I. _____

II. _____

III. _____

IV. _____

V. _____

VI. _____

VII. _____

Total Points_____

Transition Service Goals based on Section Scores:

1.

2.

3.

4.

5.