

2007 Arkansas Transition Summit

Team Planning Tool: Worksheet for Student Development Practices



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Little Rock, Arkansas

TEAM PLANNING TOOL: WORKSHEET FOR STUDENT DEVELOPMENT PRACTICES

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Additional resources are available at:

<http://www.nsttac.org>
<http://www.wmich.edu/ccrc>
<http://homepages.wmich.edu/~kohlerp/research>

- Taxonomy for Transition Programming
- Worksheet for Student-Focused Planning
- Worksheet for Student Development
- Worksheet for Interagency Collaboration
- Worksheet for Family Involvement
- Worksheet for Program Structures and Practices

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2007 ARKANSAS TRANSITION SUMMIT

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Team Planning Tool: Worksheet for Student Development Practices

Team Information

Team Name: _____	Team Member: _____
Primary Contact: _____	Position: _____
Position: _____	Organization: _____
Organization: _____	Address: _____
Address: _____	_____
Phone: _____ Fax: _____	Phone: _____ Fax: _____
E mail: _____	E mail: _____
Team Member: _____	Team Member: _____
Position: _____	Position: _____
Organization: _____	Organization: _____
Address: _____	Address: _____
_____	_____
Phone: _____ Fax: _____	Phone: _____ Fax: _____
E mail: _____	E mail: _____
Team Member: _____	Team Member: _____
Position: _____	Organization: _____
Organization: _____	Address: _____
Address: _____	_____
_____	Phone: _____ Fax: _____
Phone: _____ Fax: _____	E mail: _____
E mail: _____	

To include all members, use back of page if necessary

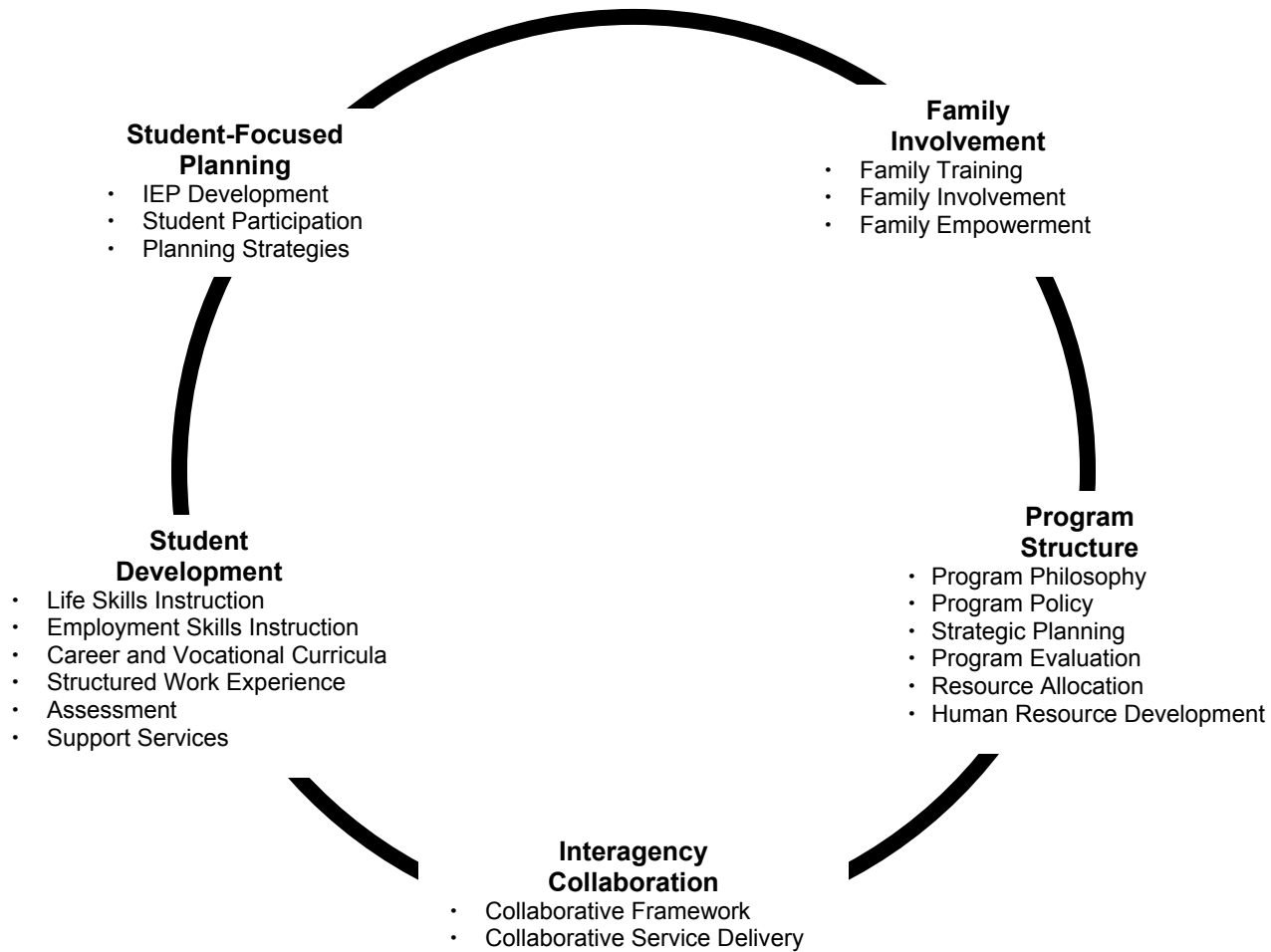
TRANSITION-FOCUSED EDUCATION

This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing *transition-focused education*. Over the past decade, transition practices research has illustrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education. In general, this concept of transition-focused education represents the perspective that “transition planning” is the fundamental basis of education that guides development of students’ educational programs, rather than an “add-on” activity for students with disabilities when they turn age 14 or 16. The impact of transition-focused education is greatly enhanced when service systems and programs connect and support the implementation and application of such learning.

Transition-focused education is directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches, and responsive to the local context and students’ learning and support needs. Primary to the concept of transition-focused education is the expectation for *all* students to achieve a quality life, valued within the context of their family, school, and community. Quality of life outcomes include those in four general areas: independent living (home and family), employment (including postsecondary education and training that lead to employment), community citizenship and participation, and leisure and recreation. To prepare students to achieve such outcomes, transition-focused education builds student competence through academic, occupational, and social development. Further, to insure that all our students develop and achieve at their greatest potential, transition-focused education provides a variety of instructional pathways that may include few or no specialized supports to extensive applied experiences or supports. This framework of transition-focused education provides a structure for educational planning that is outcome-oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders, particularly students and their families.

The *Taxonomy for Transition Programming*, represented on the next page, provides concrete practices—identified from effective programs—for implementing transition-focused education. As described in the next section, this tool is designed to help you reflect broadly on your application of student development—one category of practice in the taxonomy.

TAXONOMY FOR TRANSITION PROGRAMMING



TAXONOMY FOR TRANSITION PROGRAMMING

STUDENT-FOCUSED
PLANNING

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT DEVELOPMENT

Life Skills Instruction	Employment Skills Instruction	Career and Vocational Curricula
<ul style="list-style-type: none"> ▶ Leisure skills training ▶ Social skills training ▶ Self-determination skills training, including goal setting, decision making, and self-advocacy ▶ Independent living skills training ▶ Learning strategies skills training 	<ul style="list-style-type: none"> ▶ Work-related behaviors and skills training ▶ Job seeking skills training ▶ Occupation-specific vocational skill training 	<ul style="list-style-type: none"> ▶ Career education curriculum ▶ Tech prep curriculum
Support Services	Assessment	Structured Work Experience
<ul style="list-style-type: none"> ▶ Identification and development of environmental adaptations ▶ Identification and development of accommodations ▶ Identification and development of natural supports ▶ Provision of related services (e.g., OT, PT, speech therapy, transportation) ▶ Mentoring 	<ul style="list-style-type: none"> ▶ Career assessments (including curriculum-based and situational assessment) ▶ Academic, cognitive, and adaptive behavior assessments 	<ul style="list-style-type: none"> ▶ Apprenticeships ▶ Paid work experience ▶ Work study program ▶ Job placement services (prior to school exit)

WORKSHEET OVERVIEW

Adapted for the 2007 Arkansas Transition Summit, this worksheet focuses specifically on assisting teams to review specific practices within the Student Development category of the *Taxonomy for Transition Programming*: life skills instruction, transition-related assessment, and structured work experience. Team planning sessions during the transition summit will focus on three primary activities – reflecting on the *extent* to which and *how* you currently implement these practices, determining your current strengths and needs, and developing specific goals to address your needs. This worksheet is designed to help guide you through this process.

Use **Part 1—Student Development Practices Implementation Assessment**, to reflect on the degree to which you are implementing the practices described. To assist with this reflection, we provide a set of questions and indicators that focus on each area. These questions are designed to help you go beyond simple “yes” or “no” answers as you reflect on implementation and identify **evidence** that supports your reflection.

In **Part 2— Student Development Practices Needs Assessment**, synthesize your findings from Part 1 to identify your strengths and needs that emerged during your discussions.

Use **Part 3—Planning Student Development Practices** to develop plans that address your needs. In developing your plans, be specific. Refer to the checklist on the last page of this tool to help you set meaningful, achievable, and measurable goals. It is helpful to identify specific goals that your team can achieve in the next year, and then the activities you will implement to achieve your goals. Also think about the things you will produce (products), the outcomes you expect to achieve, and how you will tell if you achieved 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 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 decisions regarding educational and transition programs and services.

Fundamental Questions

- Regarding short-term outcomes, do your students have the skills they need to be successful?
 - Academic skills?
 - 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 your students have the educational and community supports and services they need to be successful?

PART 1: STUDENT DEVELOPMENT 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 and suggested indicators to help clarify and expand the reflective process. The reflective questions are designed to help you go beyond simple “yes” and “no” responses and substantively reflect on the degree of implementation in each practice area. The questions and indicators also help provide examples of evidence you might examine to determine the implementation level. 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:

STUDENT DEVELOPMENT PRACTICES	IMPLEMENTATION LEVEL	EVIDENCE OF IMPLEMENTATION
<p>Life skills instruction, including:</p> <ul style="list-style-type: none"> › Leisure skills training › Social skills training › Self-determination skills training, including goal setting, decision making, and self-advocacy › Independent living skills training › Learning strategies skills training 	DK 1 2 3 4	<p>Use ChoiceMaker curriculum in school-based component of cooperative vocational education, 10th-12th grades</p> <ul style="list-style-type: none"> › <i>Choosing Employment Goals</i> › <i>Self-Directed IEP</i> in 11th grade for students with LD, BD <p>SPED teachers work with class and individual students in home rooms and resource rooms to review assessment info and plan IEP meetings and content</p> <p>Pre and post tests with self-determination curricula</p> <ul style="list-style-type: none"> › 80% of students with “mild” disabilities › Significant skills increase, min of 70% mastery on post test <p>IEP review = 95% of students attended IEP</p> <p>IEP meeting eval indicated only about 50% of students actively participate</p>

STUDENT DEVELOPMENT PRACTICES	IMPLEMENTATION	EVIDENCE OF IMPLEMENTATION
<p>Life skills instruction, including:</p> <ul style="list-style-type: none"> › Leisure skills training › Social skills training › Self-determination skills training, including goal setting, decision making, and self-advocacy › Independent living skills training › Learning strategies skills training 	<p>DK 1 2 3 4</p>	
<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? <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 › # 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>Transition-Related Assessment</p> <p>Ongoing assessment of academic, cognitive, career/occupational, and adaptive behavior is conducted and used as a basis for planning the individualized education program.</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 state plans for academic, career, and technical education? › What kinds of assessments are implemented? By whom? When? › 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 and 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, career, 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>Structured Work Experience Work experience (paid and/or unpaid) is provided prior to school exit.</p>	<p>DK 1 2 3 4</p>	
<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 post-school 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, and other's ratings of student's work › Student products › Agreement between work experience and post-school goals identified in the IEP › Agreement between work experience and course of study identified in the IEP › Agreement between supports needed and provided 		

PART 2: STUDENT DEVELOPMENT PRACTICES NEEDS ASSESSMENT

Use the responses on your **Student Development Implementation Assessment** to identify the current strengths of your transition-focused education and services. 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.

EXAMPLE:

STUDENT DEVELOPMENT PRACTICES	CURRENT STRENGTHS	NEEDS
<p>Life skills instruction, including:</p> <ul style="list-style-type: none"> › Leisure skills training › Social skills training › Self-determination skills training, including goal setting, decision making, and self-advocacy › Independent living skills training › Learning strategies skills training 	<ol style="list-style-type: none"> 1. Self-directed IEP curriculum for students with “mild” disabilities 2. Pre and posttests show student skill acquisition 	<ol style="list-style-type: none"> 1. More effective ways to prepare students with moderate and severe disabilities to make choices and participate in IEP

STUDENT DEVELOPMENT PRACTICES	CURRENT STRENGTHS	NEEDS
<p>Life skills instruction, including:</p> <ul style="list-style-type: none"> ▸ Leisure skills training ▸ Social skills training ▸ Self-determination skills training, including goal setting, decision making, and self-advocacy ▸ Independent living skills training ▸ Learning strategies skills training 		

STUDENT DEVELOPMENT PRACTICES	CURRENT STRENGTHS	NEEDS
<p>Transition-Related Assessment Ongoing assessment of academic, cognitive, career/occupational, and adaptive behavior is conducted and used as a basis for planning the individualized education program.</p>		

STUDENT DEVELOPMENT PRACTICES	CURRENT STRENGTHS	NEEDS
<p>Structured Work Experience Work experience (paid and/or unpaid) is provided prior to school exit.</p>		

PART 3: PLANNING STUDENT DEVELOPMENT PRACTICES

The purpose of this section is to help you make plans for the coming year. Use the responses from your **Part 1—Student Development Implementation Assessment** and **Part 2—Student Development Needs Assessment** to identify specific goals that address your identified needs. Then identify specific goal-related activities, the person(s) responsible for the activity, and the timeframe for implementation. As you are planning, also identify (a) the outputs or products to be produced, (b) your anticipated or expected outcomes, (c) indicators that will determine whether the outcomes were achieved, and (d) data sources by which evidence will be collected. As a resource, use the checklist on the last page to help you clarify your goals, activities, outputs, and anticipated outcomes.

EXAMPLE:

STUDENT DEVELOPMENT PRACTICES			
Focus: Work experience (paid and/or unpaid) is provided prior to school exit.			
GOAL: Increase # of students participating in work experience and/or work-based training			
SPECIFIC GOAL-RELATED ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME	
<ol style="list-style-type: none"> 1. Identify possible community liaisons to develop training sites 2. Establish expected outcomes and expectations for students and community liaisons 3. Complete task analysis of work tasks for skill training in classrooms 4. Conduct student tours of potential training sites and “new employee orientation” 5. Identify key contacts (employers, job coaches, teachers) 6. Assess skills to determine readiness for sites 7. Place students at training sites 	<ul style="list-style-type: none"> ▸ Ellen (education) with Lynn and Anna (job coaches/para-educators), Audrey R. (rehab), Julia (transition coordinator) and community members 	<ol style="list-style-type: none"> 1. Complete by December 31 2. Complete by December 31 3. Complete by January 20 4. Complete by February 10 5. Complete by February 28 6. Complete by February 28 7. Complete by March 10 	
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
<ul style="list-style-type: none"> ▸ Task analyses for various job skills ▸ Creation guide (how to create training sites) 	<ul style="list-style-type: none"> ▸ Increased student participation in work experiences ▸ Increased student employment ▸ Increased life skills (budgeting) 	<ul style="list-style-type: none"> ▸ # of students participating in work experiences ▸ # of students employed after training ▸ # of students opening banking accounts, purchasing 	<ul style="list-style-type: none"> ▸ Teacher records ▸ Job coach evaluations/records ▸ Community member surveys

STUDENT DEVELOPMENT PRACTICES			
Focus: Life skills instruction			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

STUDENT DEVELOPMENT PRACTICES

Focus: Transition-Related Assessment

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES			PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES	

STUDENT DEVELOPMENT PRACTICES			
Focus: Structured work experience			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Checklist for Identifying and Evaluating Program Goals, Activities, Outputs, and Outcomes

FOCUS AREA	CONSIDERATIONS AND CRITERIA	
Goals	<ul style="list-style-type: none"> ▸ Be specific. ▸ Identify what you are trying to accomplish. ▸ Think in terms of outcomes rather than process or products. ▸ Is the goal achievable within the specified timeframe? 	<ul style="list-style-type: none"> ▸ Is the goal measurable? ▸ Is the goal within the scope of your control? ▸ Is the goal action-oriented? ▸ Is the goal realistic?
Activities	<ul style="list-style-type: none"> ▸ Is the activity action-oriented? ▸ Will the activity move you toward your goal? 	<ul style="list-style-type: none"> ▸ Is the activity theoretically-based? ▸ Is the activity do-able with available resources?
Outputs	<ul style="list-style-type: none"> ▸ Think in terms of “product” – something that will be produced? 	<ul style="list-style-type: none"> ▸ Is the “product” producible with the available resources? ▸ Will the outputs move you toward your goal?
Expected Outcomes	<ul style="list-style-type: none"> ▸ Think in terms of impact—what do you expect to happen as a result of your activities and outputs? ▸ Is the expected outcome an important aspect of your goal(s)? 	<ul style="list-style-type: none"> ▸ Is the expected outcome specific? ▸ Is the expected outcome meaningful? ▸ Is the expected outcome measurable?
Outcome Indicators	<ul style="list-style-type: none"> ▸ Are specific indicators needed or required by specific audiences (e.g., Feds, state, etc.?) ▸ What information do you need to answer the important evaluation question(s)? ▸ Is the indicator specific? 	<ul style="list-style-type: none"> ▸ Is the indicator measurable? ▸ Is the indicator meaningful? ▸ Is the indicator short or long-term (need both)? ▸ Is the indicator possible with available resources?
Outcome Data Collection	<ul style="list-style-type: none"> ▸ Are information sources identified? <ul style="list-style-type: none"> ▪ Available from existing sources? ▪ New sources must be developed? ▸ What methods will you use to collect information? ▸ Must information be collected about all students? <ul style="list-style-type: none"> ▪ Can sampling methods be used? 	<ul style="list-style-type: none"> ▸ Who will collect the information? ▸ Do arrangements need to be made for data collection? ▸ Do data collection instruments need to be developed?