



Transition Services Rating Scale

Developed to help teachers and IEP teams document & track the provision of evidence-based transition services connected to the outcome of competitive integrated employment.

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 Instructions

Background: Items on this scale span 7 areas shown to increase successful transition from high school to integrated employment for students with disabilities. These include:

- 1) *Self-Determination*
- 2) *Individualized Planning and Goals*
- 3) *Collaboration with Transition Partners*
- 4) *General Education Classes & Extracurricular Activities*
- 5) *Community Work Experiences*
- 6) *Postsecondary Education*
- 7) *Coordination of Transition Services*

There are multiple items within each of the 7 categories that describe specific activities linked to a higher likelihood of students with disabilities being employed after school.

Purpose: This tool was designed to assist high school special education and transition teachers:

- A) Document and track the implementation of evidence-based transition activities for students, and
- B) Identify next steps in transition services to address a student's current needs.

Point System: This scale uses a point system to measure the accumulation of an individual student's **experiences** over time. This tracking method allows the IEP team to understand the degree to which a student has engaged in evidence-based transition to employment activities since the last time the tool was completed, supporting a data-driven, decision-making process.

- **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.

EXAMPLE #1: Section I - Self-Determination

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.

1. Student can identify their 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 their disability to a general education teacher or prospective employer/community 1

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

EXAMPLE #2: Section I - Self-Determination

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 their 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 terms of transition services for the student. The IEP team can use results to develop next steps in transition service activities.

First TSRS Completion: The initial completion of the scale for a student serves as the foundation for growth through transition activities over time. Information for the first-time completion of the scale should include interviews with the student and one or more people who spent time with the student in the prior school year or semester. All activities the student engaged in within the **last year** can be included in the determination of initial points, but it is ok if only limited information is known for the first scale. After the first completion, the IEP team will keep track of **new, or subsequent** instances of the student engaging in the activities listed in the TSRS and document those.

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 turns 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.

Using Results: By completing the scale multiple times over the course of transition years, educators can track the opportunities afforded to individual students in each of the key areas linked to positive employment outcomes. Using the tracking form provided, teachers can identify, and then provide, opportunities that were previously lacking in transition planning and services.

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 overall for students with disabilities.

***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 some items on this scale.

Transition Services Rating Scale

Student Name:
Completed By:

Age and Grade:
Date of Completion:

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

Item points (add numbers from lines above here) _____

2. Student can identify what accommodations she/he 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 (add numbers from lines above here) _____

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 (add numbers from lines above here) _____

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 (add numbers from lines above here) _____

7. 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 (add numbers from all “Item Points” lines here) _____

Section III – Collaboration with Transition Partners

8. 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 _____

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

- **1 point** for each time student met with school counselor/pupil service staff _____

Item points _____

10. Student and her/his family were 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 (add numbers from lines above here) _____

11. 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 _____

12. Student and her/his family were 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 their family have met or been in contact with _____

Item points (add numbers from lines above here) _____

13. Student and family were 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 (add numbers from lines above here) _____

Section III Points (add numbers from all “Item Points” lines here) _____

Section IV – General Education Classes and Extra-Curricular Activities

14. Student has had support to review the list of classes offered to all same-grade peers and participate in making choices about the classes they are 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 their schedule _____

Item points (add numbers from lines above here) _____

15. 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 (add numbers from lines above here) _____

16. 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 extracurricular activities offered through school_____

Item points_____

17. 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 (add numbers from lines above here) _____

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

Section V – Community Work Experiences

18. 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 (add numbers from lines above here) _____

19. 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 (add numbers from lines above here) _____

20. 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_____

21. In conjunction with community work experiences, the student was 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 (add numbers from lines above here) _____

22. 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 (add numbers from lines above here) _____

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

Section VI - Postsecondary Education Goals

23. 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 (add numbers from lines above here) _____

24. Student has a program of study planned through her/his Individual Education/Transition plan (IEP/ITP) and 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 _____

25. Student and her/his family were 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 (add numbers from lines above here) _____

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

Section VII - Coordination of Transition Services

26. 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 (add numbers from lines above here) _____

27. Student’s transition plan and services are reviewed regularly to ensure alignment.

- **1 point** for this completion of the transition services rating scale_____

Item points_____

Section VII Points (add numbers from all “Item Points” lines here) _____

Summary of Section Points

- I. _____
- II. _____
- III. _____
- IV. _____
- V. _____
- VI. _____
- VII. _____

Total Points _____

Transition Services Goals based on Section Scores:

- I. .
- II. .
- III. .
- IV. .
- V. .
- VI. .
- VII. .