

# Self-Assessment Transition Questions for School Staff to Consider

- ④ When a student turns 16, how does the district/school provide transition-planning services specifically designed to help students move from high school into work and/or postsecondary education and training opportunities?

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- ④ How are social skills taught and incorporated into the curriculum? How are students with disabilities taught the self-advocacy and self-determination skills they will need to successfully avoid or overcome the variety of challenges they may face once they leave high school and seek further education?

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- ④ How do families and youth actively participate in the decision-making process relative to identifying post-school goals for education and/or training, employment, and independent living?

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- ④ How are youth with disabilities and their families provided specific opportunities to learn about a variety of post-high school learning opportunities, including vocational and training programs, trade schools, community and adult learning programs (i.e., not just 2- or 4-year colleges)?

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- ④ When do youth who are interested in attending a vocational, training, or trade school program have opportunities to visit the school, apply for scholarships, and receive help with admittance procedures? Are youth with disabilities specifically targeted to participate in these activities? Do youth with disabilities have the opportunity to visit and speak with representatives from disability services at the postsecondary education institutions?

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- ④ Do youth with disabilities have the skills, services, and supports to successfully complete their high school education, thereby preparing them to enroll in and complete postsecondary education or training programs?

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- ④ How are youth with disabilities encouraged and supported to take general education classes that will prepare them for success in postsecondary education and training programs?

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- ④ What may be barriers within the district to youth with disabilities enrolling in a post-high school education program? How is the district working to eliminate the barriers or prepare students to overcome these barriers?

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- ④ What district services contribute to youth enrolling in a post-high school education program (e.g., how does the district promote further education training for programs other than 2- and 4-year colleges; have interagency agreements been established between the school district and local adult education and training programs; are students with disabilities encouraged and supported to participate in dual enrollment to help them transition from high school to college)?

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- ④ What professional development opportunities has the district provided to help school counselors, and general and special education high school teachers: (a) recognize the barriers and challenges some youth with disabilities face, and (b) develop the skills to help youth with disabilities make a successful transition to postsecondary education or training settings?





