

Promoting Family Engagement in Secondary Transition

Self-Assessment Form



Name(s): _____ District/School: _____ Date(s): _____

Instructions: Rate your current frequency or rate of implementation for each of the items below and identify steps you will take toward improvement in practice.

Strategy/Method/Practice (Actions to Improve/Maintain Family Engagement)	Frequency/Rate of Implementation					Planned Improvement (Steps to Improve Practice)
	Never	Seldom	Occasionally	Often	Always	
1. Parents and caregivers are routinely invited to actively participate in the IEP process (development, planning)						
2. Parents and caregivers are provided with information regarding effective secondary transition practices						
3. Parents and caregivers are included in planning efforts related to transition resource fairs and similar events						
4. Expectations regarding the role of parent/caregiver participation in secondary transition for students are clearly defined, shared, communicated, translated						
5. Communication with parents and caregivers occurs on a regular basis for planning and coordination of transition efforts on behalf of students no later than age 14						
6. Administration officials are included within parent and caregiver interactions whenever possible						
7. Parent training organizations/providers are included in resource fairs or similar events, materials are shared						
8. Advocacy organization contact information is readily made available to parents and caregivers per request						
9. Information on student progress and performance are routinely shared with parents and caregivers						
10. Related agency information is shared with parents and caregivers (including contact information, resources)						
11. Parents and caregivers are directly involved in helping to plan a student's course of study as part of their IEP						
12. Parents and caregivers are informed of strategies for promoting self-determination with student(s)						
13. Parents and caregivers are provided with information on post-secondary education and related services						
14. Information relative to "benefits planning" for students receiving SSI or other funds are shared with families						
15. A list of action items is available that parents and others can perform to promote family engagement						
16. I/we respond to the needs of culturally and linguistically diverse families throughout the transition process						

Promoting Family Engagement in Secondary Transition*

Self-Assessment Form Guidelines



Intended Uses of Form:

- To gather information by individuals or teams regarding collaborative and supportive forms of family engagement in the secondary transition process that serve to increase the likelihood of post-school outcomes and success for students
- To identify areas in need of improvement or enhancement in order to better support achievement of desired outcomes for students through more effective family engagement practices
- This form is intended for educators, practitioners, teams, administrators, and others for identifying improvement in practice as part of self-directed learning

General Guidelines:

- This form is not intended to be used or completed as part of a student's IEP meeting or student-centered discussion
- No names or identifying information regarding students, parents, family members, or caregivers are to be included on this form
- This form is not to be inserted into any student's record, file, or other educational document(s)
- Consensus on specific items, if/when completed through a group or team activity, can occur if it is decided that is what is needed in order to prioritize items or activities for future consultation, training, and technical assistance

Examples of Uses of Form:

- Project/teams may utilize this form to improve efforts aimed at supporting more “seamless” secondary transition practices
- Serve as a pre/post measure for new or existing project/teams in order to assess performance and improvement over time
- Aid in addressing the unique needs of culturally and linguistically diverse families

References

- Alverson, C. Y. & Yamamoto, S. H. (2019). Messages from former students and families: Analysis of statements from one state's post-school outcome survey. *Career Development and Transition for Exceptional Individuals*, 42(4), 225-234.
- Francis, G. L. & Reed, A. (2019). Rethinking efforts to ground the helicopter parent: Parent experiences providing support to young adults with disabilities. *Focus on Autism and Other Developmental Disabilities*, 34(4), 246-256.
- Francis, G. L., Regester, A. & Reed, A. S. (2019). Barriers and supports to parent involvement and collaboration during transition to adulthood. *Career Development and Transition for Exceptional Individuals*, 42(4), 235-245.
- Haines, S. J., et al. (2018). Partnership bound: Using MAPS with transitioning students and families from all backgrounds. *Career Development and Transition for Exceptional Individuals*, 41(2), 122-126.
- Hirano, K. A., et al. (2018). Validating a model of motivational factors influencing involvement for parents of transition-age youth with disabilities. *Remedial and Special Education*, 39(1), 15-26.
- Hirano, K. A. & Rowe, D. A. (2016). A conceptual model for parent involvement in secondary education. *Journal of Disability Policy Studies*, 27(1), 43-53.
- Pleet-Odle, A., et al. (2016). Promoting high expectations for postschool success by family members: A “to do” list for professionals. *Career Development and Transition for Exceptional Individuals*, 39(4), 249-255.

ees.March.2020