

## ***Support for Transitions: A Self-study Survey***

Students and their families are regularly confronted with a variety of transitions – changing schools, changing grades, encountering a range of other daily hassles and major life demands. Many of these can interfere with productive school involvement. A comprehensive focus on transitions requires school-wide and classroom-based systems and programs designed to (a) enhance successful transitions, (b) prevent transition problems, and (c) use transition periods to reduce alienation and increase positive attitudes toward school and learning. Examples of programs include school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support; counseling and articulation strategies to support grade-to-grade and school-to-school transitions and moves to and from special education, college, and post school living and work; and before and after-school and inter-session activities to enrich learning and provide recreation in a safe environment.

Anticipated overall outcomes are reduced alienation and enhanced motivation and increased involvement in school and learning activities. Examples of early outcomes include reduced tardies resulting from participation in before-school programs and reduced vandalism, violence, and crime at school and in the neighborhood resulting from involvement in after-school activities. Over time, articulation programs can reduce school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work. It is also likely that a caring school climate can play a significant role in reducing student transiency.

**Support for Transitions**

Indicate all items that apply.

**I. Programs Establishing a Welcoming and Socially Supportive School Community?**

Yes	Yes but more of this is needed	No	If no, is this something you want?
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A. Supportive welcoming

- 1. Are there welcoming materials and a welcoming decor?
- 2. Are there welcome signs?
- 3. Are welcoming information materials used?
- 4. Is a special welcoming booklet used?
- 5. Are materials translated into appropriate languages?
- 6. Is advanced technology used as an aid (e.g., a video or computerized introduction to the School and staff)?

B. Orientation and Follow-up “Induction”

- 1. Are there orientation programs?
- 2. Are there introductory tours?
- 3. Are introductory presentations made?
- 4. Are new arrivals introduced to special people such as the principal and teachers?
- 5. Are special events used to welcome recent arrivals?
- 6. Are different languages accommodated?

C. Is special assistance available to those who need help registering?

D. Social Supports

- 1. Are social support strategies and mechanisms used?
- 2. Are peer buddies assigned?
- 3. Are peer parents assigned?
- 4. Are special invitations used to encourage family involvement?
- 5. Are special invitations used to encourage students to join in activities?
- 6. Are advocates available when new arrivals need them?

E. Other? (specify) \_\_\_\_\_

**II. Daily Transition Programs for Before and After School and Lunch and Breaks**

A. Which of the following are available

- 1.subsidized food program
- 2.recreation program
- 3.sports program
- 4.drill team
- 5.student and family assistanc program
- 6.youth groups such as
  - >interest groups (e.g., music, drama, career)
  - >service clubs
  - >organized youth programs (“Y,” scouts)
  - >Cadet Corps
  - >other (specify)\_\_\_\_\_

**Support for Transitions (cont.)**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
7. academic support in the form of				
>tutors	___	___	___	___
>homework club	___	___	___	___
>study hall	___	___	___	___
>homework phone line	___	___	___	___
>email and web assistance	___	___	___	___
>homework center	___	___	___	___
>other (specify) _____	___	___	___	___

**III. Articulation Programs**

Which of the following transition programs are in use for grade- to-grade and program-to-program articulation?

A. Are orientations to the new situation provided?	___	___	___	___
B. Is transition counseling provided?	___	___	___	___
C. Are students taken on "warm-up" visits	___	___	___	___
D. Is there a "survival" skill training program?	___	___	___	___
E. Is information available from previous teachers?	___	___	___	___
F. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
G. Other (specify) _____	___	___	___	___

**IV. Vacation and Intersession Programs**

Which of the following programs are offered during vacation and/or intersession?

A. recreation	___	___	___	___
B. sports	___	___	___	___
C. student and family assistance	___	___	___	___
D. youth groups	___	___	___	___
E. academic support	___	___	___	___
F. enrichment opportunities (including classes)	___	___	___	___
G. other (specify) _____	___	___	___	___

**V. Transitions to Higher Education/Career**

Which of the following are used to facilitate transition to higher education and post school living?

A. vocational counseling	___	___	___	___
B. college counseling	___	___	___	___
C. a mentoring program	___	___	___	___
D. college prep courses and related activity	___	___	___	___
E. job training	___	___	___	___
F. job opportunities on campus	___	___	___	___
G. a work-study program	___	___	___	___
H. life skills counseling	___	___	___	___
I. Other? (specify) _____	___	___	___	___

**Support for Transitions (cont.)**

**VI. Capacity Building to Enhance Support for Transitions**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in transition activity?	___	___	___	___
B. With respect to programs used to meet the educational needs of personnel related to support for transitions				
1. Is there ongoing training for learning supports staff with respect to providing supports for transitions?	___	___	___	___
2. Is there ongoing training for others involved in providing supports for transitions? (e.g., teachers, peer buddies, office staff, administrators)?	___	___	___	___
3. Other (specify) _____	___	___	___	___
C. Which of the following topics are covered in educating stakeholders?				
1. understanding how to create a psychological sense of community	___	___	___	___
2. developing systematic social supports for students, families, and staff	___	___	___	___
3. how to ensure successful transitions	___	___	___	___
4. the value of and strategies for creating before and after school programs	___	___	___	___
5. Other (specify) _____	___	___	___	___

D. Indicate below other things you want the school to do in providing support for transitions.

- Indicate below other ways the school provides supports for transitions.

- Other matters relevant to support for transitions are found in the surveys on

- >Classroom-based Approaches ...
- >Home Involvement in Schooling
- >Community Involvement and Support