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?

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 assistance 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.)

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>Yes but more of this is needed</th>
<th>No</th>
<th>If no, is this something you want?</th>
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</thead>
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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