## Determining Content Needs of Target Audiences

For each item, check (✓) the target audience(s) for whom you think there is a need for content development. If appropriate, in the space provided with each item, note specific topics you think might be important for specific audiences. To help determine the needs of various transition stakeholders, you may want to conduct a brief survey to identify their knowledge of specific transition education and service practices. Then compile the information from the survey in this table.

|  |  |
| --- | --- |
| **Item** | Target Audiences |
| **Teachers** | **Administrators** | **Education Service Providers** | **Community Service Providers** | **Parents** |
| IDEA transition requirements |  |  |  |  |  |
| Career Pathways options |  |  |  |  |  |
| Student-centered planning approaches |  |  |  |  |  |
| Strategies for facilitating active student involvement in their IEP development |  |  |  |  |  |
| Approaches to developing students’ self-determination |  |  |  |  |  |
| **Item** | **Teachers** | Administrators | **Education Service Providers** | **Community Service Providers** | **Parents** |
| Postsecondary educational services available for students with disabilities |  |  |  |  |  |
| Effective occupational skill training strategies |  |  |  |  |  |
| Methods for providing work-based education |  |  |  |  |  |
| School rules for student work experiences |  |  |  |  |  |
| Transition-related community service providers in my location |  |  |  |  |  |
| Agency eligibility requirements and referral procedures |  |  |  |  |  |
| **Item** | **Teachers** | Administrators | **Education Service Providers** | **Community Service Providers** | **Parents** |
| Strategies for developing community-level transition teams |  |  |  |  |  |
| Parent involvement strategies |  |  |  |  |  |
| Parent roles in transition planning |  |  |  |  |  |
| Family-friendly policies |  |  |  |  |  |
| Strategies for conducting and using transition-related assessments |  |  |  |  |  |
| Strategies for evaluating transition outcomes |  |  |  |  |  |