

STUDENT-FAMILY FOCUSED TRANSITION EDUCATION & PLANNING

Session #11: Small Group Exercise – Systems Analysis Of Transition Education Plans

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Instructions

- A. Review the Student-Focused Transition Plan your small group generated.
- B. Take a moment to quickly review the *Transition Services Quality Indicators Checklist*.
- C. Review your transition plan and/or consider other transition plans you have developed in the past and ask yourself the following questions:
 1. What policies, procedures and practices appear to disenfranchise or exclude various groups?
 2. What policies, procedures, practices and/or decisions consistently inhibit the development of quality transition plan, full and effective implementation, and successful achievement of transition goals and outcomes?
 3. What are the barriers you most frequently encounter to the implementation of transition services in your community?
 4. What services are not available that need to be available?
 5. What services are there long waiting lists for?
 6. What services and programs are available that appear to have limited access and participation by your students?
 7. What services are there that have redundant eligibility, application, and evaluation policies and procedures?
 8. What areas indicate a need for more staff development and training?
 9. What services need to be expanded or require a substantial increase in resources?
 10. What professional practices are in place that do not promote the full independence, self-determination, community participation and inclusion or maximum productivity of your students?
 11. What steps would you recommend to address each of the above barriers?
 12. Who would be involved and what are your expectations?
 13. *What steps and actions would you recommend be taken to organize a local interagency coordinating team to address systems level improvement for transition services?*
 14. *What would be the priorities and focus of attention of your team?*

Preliminary Systems Analysis of Barriers to Achieving a Successful Transition by Students with Disabilities

Sources of Systems Barriers	Description of the Barriers	Starting Points for Resolving the Barriers
1. Policies, procedures and practices that disenfranchise, exclude, or devalue		
2. Policies, procedures, practices or decisions that developed without representation from those most affected		
3. Policies, procedures, practices and/or decisions that inhibit the development of quality transition plan,		
4. Policies, procedures, practices and/or decisions that inhibit full and effective implementation,		
5. Policies, procedures, practices and/or decisions that inhibit successful achievement of transition goals and outcomes?		
6. Needed services that are not available		

Sources of Systems Barriers	Description of the Barriers	Starting Points for Resolving the Barriers
7. Available services that are not provided or not effectively implemented		
8. Needed services with long waiting lists		
9. Services and programs that limit access and participation by your students		
10. Services are with overly complex and bureaucratic eligibility and processing requirements		
11. Needs for more staff development and training		
12. Services that need to be expanded or require a substantial increase in resources		
13. Professional practices that do not promote the full independence, self-determination, community participation and inclusion or maximum productivity of your students		

Sources of Systems Barriers	Description of the Barriers	Starting Points for Resolving the Barriers
14. Policies and procedures that require accountability without adequate support and resources.		
15. Other		
16. Other		
17. Other		
18. Other		

What steps and actions would you recommend be taken to organize a local interagency coordinating team to address systems level improvement for transition services?

What would be the priorities and focus of attention of your team?

Who would be involved?

What would be your initial goals?