

Possible Strategies/Solutions to Potential Barriers in Secondary Transition

Potential Barrier/Concern	Possible Solution/Strategy
Limited knowledge of secondary transition compliance and how to complete transition plan	Contact your transition consultant for training and information.
No time to give transition assessments	Create a transition assessment timeline using ATS tool available on website.
No access to transition assessments	Contact your local transition consultant and tap into their assessment library and visit the ATS Assessing Tools webpage .
School is in a rural area with little to no services	Check out the community mapping resource tool on ATS website; Consider CIRCLES, connect with agencies such as Arkansas Rehabilitation Services
No time in day to work on activities for all students with a transition plan	Incorporate bell ringers into the daily schedule, make plans to have a weekly or monthly “transition Tuesday”, Futures Friday, Work Wednesday, etc.-all curriculum that day would be centered around transition; have a team of teachers complete a mapping tool that shares transition activities occurring in other classes.
Student was not able to get in class listed on the course of study	Establish a working relationship with school counselor—ask them to attend ATS trainings with you and check out tools for counselors on ATS website.
Limited knowledge of programs for students after high school	Talk with your transition consultant ; check out resources on Resource Guide on ATS website; ask how CIRCLES implementation could help; check out the Community Resource Mapping tool on ATS website, connect with Arkansas Rehabilitation Services
Helping students set realistic/meaningful goals	Provide appropriate transition assessments for students (ask your consultant); consider implementation of a self-determination curriculum.
Knowing how to use assessment results to create a meaningful plan	Use the ATS graphic organizer (on ATS website), participate in ATS online assessment modules ; attend professional learning sessions with ATS regularly.
Lack of Transportation	Think outside the box—share rides with employers, get the IEP team involved in brainstorming (consider CIRCLES as an intervention)
Agency did not attend the IEP meeting	Call and make a personal connection if agency is absolutely needed at meeting; consider options of virtual attendance or providing information if they can’t attend.
Student/family little support in helping with plan	Consider family priorities and current needs; communicate to family in a clear manner that helps them understand the purpose – try the Transition Brochure ; ask what they need to become involved.
Parents don’t want student to work	Connect the family with a Community Work Incentives Coordinator at Project AWIN ; have student share their dreams at meeting or event that family is motivated to attend (provide food, childcare, door prizes, agency info., etc.)