

Alabama Parent Quasi-Focus Group Protocol

Ground Rules

- We want everyone to participate and for everyone to have an equal turn to express his/her views. If you want to add something, simply motion to us.
- There are no “correct” answers. Please speak up if you agree or disagree—we want to hear everyone’s opinions.
- We will be recording the session today.
 - Please be sure to use your number in order to protect your anonymity.
 - Please address others by their numbers.
 - If, for any reason, you want to say something that will not be taped, please let [name] know during a break.
- Your responses will remain confidential. Your confidentiality will be protected by:
 - Combining your responses with responses from others in the focus group (‘6 participants reported,’ etc.);
 - Not sharing your name with your comments (‘one participant said,’ etc.); and
 - Not sharing recordings and transcripts with anyone outside of this room.
- Thank you for your willingness to participate in the Parent Forum.
- *[Ask them if they have any questions.]*

Questions	Notes
Review of the Prior Year--Changes	
<p>We would like to gauge how you’ve changed over the past year.</p> <ul style="list-style-type: none"> • Using the rating cards, please rate your level of concern last year regarding your child’s transition preparation. • Using the rating cards, please rate you current level of concern about your child’s transition preparation? 	<p>PowerPoint slide with question. Administer cards. Tally responses.</p>
<p>Let’s talk about this past year.</p> <ul style="list-style-type: none"> • By a show of hands, how many had a change from last year to this year? • If there was a change, what supported that change? <p>We’d like to talk about the training and resources you have received this past year.</p> <ul style="list-style-type: none"> • What transition resources and/or training have you accessed in the past year? <ul style="list-style-type: none"> ○ Were you satisfied with the resources and training? Why or why not? ○ How do you think your behavior has changed as a result of the training or resources, if at all? 	<p>Pause to count the number of hands.</p>
Product Development Review	
<p>By a show of hands, how many of you have reviewed the module?</p> <ul style="list-style-type: none"> • Which aspects of the module stand out as the strongest? • Which aspects of the module stand out as the weakest? <ul style="list-style-type: none"> ○ Are there other resources or information that should be included in the module? • Overall, are you satisfied with the information and resources you received from the module? • Who would be the target audience for this module? 	

<ul style="list-style-type: none"> ○ What could be done to make the module more useful to parents? ● Is it clear who would provide follow-up assistance after completing the module? 	
Needed Supports	
<p>We would like to gauge how your knowledge about transition has changed over the past year.</p> <ul style="list-style-type: none"> ● Using the rating cards, please rate where you were last year regarding your knowledge about the transition process for your child. ● Using the rating cards, please rate your current knowledge about the transition process for your child. 	PowerPoint slide with question. Administer cards. Tally responses.
<p>Let's take a few minutes to talk about where you see your transition-aged child in five years.</p> <ul style="list-style-type: none"> ● What services, training, support, coaching, and/or resources do you need to get there? ● What are effective ways to follow-up following training (e.g., module, today's training)? 	
<p>Keeping in mind your own goals and how you might get there, let's talk about the current services you are receiving.</p> <p><u>School</u></p> <ul style="list-style-type: none"> ● Using the rating cards, please rate your child's current school regarding transition, keeping in mind communication, access to services, focus on IEP goals, quality of instruction, etc. ● What are the strengths and weaknesses of your child's school? ● How would you describe your relationship with your child's current school? ● What could your child's school do to help you and your child? 	PowerPoint slide with question. Administer cards. Tally responses.
<p><u>School District</u></p> <ul style="list-style-type: none"> ● Using the rating cards, please rate your child's current school district regarding transition, keeping in mind communication, funding, access to services, transportation, staffing, etc. ● What could your child's school district do to help you and your child? 	PowerPoint slide with question. Administer cards. Tally responses.
<p><u>State</u></p> <ul style="list-style-type: none"> ● Using the rating cards, please rate the State Department of Education regarding transition, keeping in mind communication, accessibility to families and districts, funding, policies, etc. ● What could the State Department do to help you and your child? 	PowerPoint slide with question. Administer cards. Tally responses.
<p><u>Outside Agencies</u></p> <ul style="list-style-type: none"> ● Using the rating cards, please rate your satisfaction with any outside agencies your transition-aged child has used in the past year. We know you may use more than one service, but please rate your overall satisfaction. ● How familiar are you with outside agencies regarding your child's disability? ● How accessible are outside agencies, if you know? 	PowerPoint slide with question. Administer cards. Tally responses.
Working Lunch	
<p>We're going to move on from the focus group and have a working lunch. For this activity, we would like to have small groups discuss their concerns for their transition-aged children and strategies that could address those specific concerns.</p>	Divide participants into groups of 3-4.
<p>After lunch, we will have a whole group report-out on some of the concerns and strategies. The whole group will brainstorm other strategies for the concerns.</p>	Flipcharts for activity.
Transition Training	