

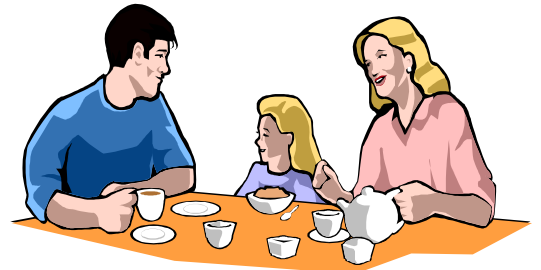
The Transition Process

What can families do?



- Listen and support your child when discussing their interests and future goals, even if their ideas may seem unrealistic
- Provide early career exploration activities such as opportunities to visit and discuss a variety of job/career opportunities through family outings, job shadowing experiences with family, relatives and friends

- Emphasize through family and home activities the basic skills needed to succeed in school and the workplace such as: organization, decision-making, time management, problem-solving, and getting along with others



- Monitor school assignments and capture opportunities to relate skills to the world of work and adult roles and responsibilities such as: relating math skills to budgeting; relating written and oral language assignments to interacting with employers, co-workers, the public; relating research assignments to collecting information that help make informed decisions

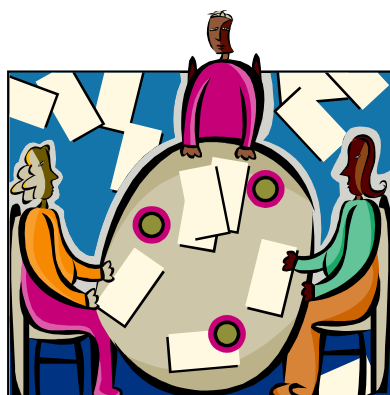
- Encourage career-related activities during your child's spare time such as volunteering at a hospital or a veterinary clinic, baby-sitting, odd jobs in the neighborhood



- Build a relationship with your child's career or guidance counselor or transition specialist; ask for career information
- Be available for visits or phone calls from your child's employer; if appropriate offer to provide first hand information or suggestions that may be helpful on the job

- During transition planning meetings:

- provide the team with information regarding your child's skills and behaviors at home, past experiences, and dreams and goals for your child
- ask questions of teachers, counselors and your son or daughter regarding education and career options, labor market trends, community resources, specific family and student preferences and realities



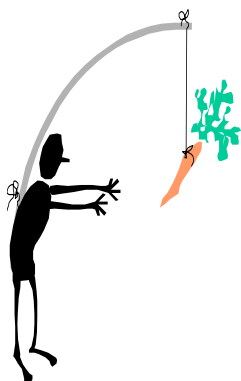
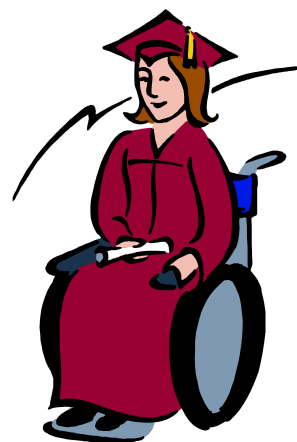
- Encourage your child to be a major player on the planning team and to talk about their interests, dreams and goals

- As early as possible, provide choices & encourage expression of preferences
- Ensure that your child has maximum opportunities & ways to communicate
- Strike a balance between being protective and supporting risk-taking



- Look into and put into place:
 - Natural supports
 - Accommodations
 - Assistive technology (as unobtrusive and “natural” as possible)

- Guide your child toward solving their own problems and making their own choices/decisions
- Help your child think about their actions & responses to situations and find ways to improve
- Don't shy away from discussing challenges associated with disability. Admit that problems exist, while pointing out other ways to do things.



- Arrange learning & skill-building tasks to be challenging but not impossible; not boring or irrelevant!
- Hold realistic but high expectations for learning & behavior.
- Provide safe opportunities to practice self-advocacy skills through rehearsal & role-playing.
- Help with the development of self-help & independent living skills.

- Encourage & prepare students early on to participate in educational planning & decision-making
- Teach older students about their rights and responsibilities as adults & as individuals with disabilities
- Involve children & youth in their communities; provide opportunities for genuine interaction with peers



- Emphasize Careers, Not Labels - the individualized assessment and planning of students should lead to placement according to the student's interests and preferences, not according to expectations based on "labels" or by what is available in the community

- Focus on Work-Based Learning - many opportunities are available for real exploration and experiences in the world of work, including job-shadowing, internships and paid work experiences.



- Help your child:
 - Believe in him/herself
 - Have freedom to make decisions about his/her own life
 - Persevere
 - Problem solve
 - Set goals & make & implement plans to achieve them
 - Speak up and stand up for him/herself & others
- **Have CHOICES & strong VOICES!**