



# Parent Guide

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Introduction to Supported  
Employment

## Contact Information – Service Providers and Professionals:

Use this table to help track information from your conversations with individuals along the way.

Name of Organization:	
Date Contacted:	
Name & Position of Person You Spoke With:	
Purpose of the Contact:	
Type of Organization & Services Offered:	
Address:	
Fax Number:	
Phone Number:	
Website Address:	
Child's Name Left for Referral of Service for This Agency:	
Information for Contacting Another Individual or Organization:	
Follow-Up Conversation Requested and Proposed Date of Follow-Up:	
Comments or Other Important Information:	

Reprinted with permission from: "Connections - A Guide To Transition Planning In Toronto & York Regions" (2007)

## My Parent's Perspective

Parents, the following will help you share your thoughts about your teen's transition from high school with the transition planning team.

### Parent Perspective ...My thoughts

My teen's strengths:

My teen's challenges:

How my teen likes to learn:

Accommodations and strategies my teen uses:

My teen's interests:

My teen's interests:

My teen's accomplishments:

Community activities my teen is involved in:

What I see my teen doing after high school:

My concerns about my teen's future:

Career areas/occupations my teen is interested in:

Support I can offer my teen through transition:

Steps I am taking to help my teen prepare for adult life:

Other:

## **PARENTS – How You Can Help!**

As the parent of a student experiencing a disability or barriers, you have the opportunity to play a leadership role in the transition process. No one knows your teen better or cares as much about his or her future as you do.

Chances are you have been advocating for your teen all the way through the school system, modeling a key role that your maturing teen will increasingly take on. Your support will provide the continuity that your teen needs to make a successful transition to post-secondary studies.

Use the following checklist to help you keep on track through the transition planning process.

## HIGH SCHOOL

- |   |  |
|---|--|
| <input type="checkbox"/> I encourage my teen to take a lead role in his/her transition planning   | <input type="checkbox"/> I give my teen opportunities to develop independent living skills.  |
| <input type="checkbox"/> I keep track of my teen's accommodations and strategies as my teen grows and changes.                                    | <input type="checkbox"/> I have made sure that my teen has a Social Insurance Number.        |
| <input type="checkbox"/> I helped my teen get a bank account.   | <input type="checkbox"/> I help my teen manage his/her bank account.                         |
| <input type="checkbox"/> I encourage my teen to take part in volunteering and community activities and, if appropriate, part-time or summer work. | <input type="checkbox"/> I encourage my teen to develop a resume and update it as necessary. |
| <input type="checkbox"/> I encourage my teen to take an increased responsibility for transition planning, and to lead the process.                |  |

Adapted with permission from "Transition Planning Guide for Students with Disabilities." Alberta Advanced Education and Technology, Learner Services, Edmonton, AB. Alberta Advanced Education and Technology. (2008)

## Record Keeping for Parents

Taking on a role of Record Keeper is one of the most significant contributions you can make to an effective transition for your teen. You are probably already well aware of the amount of paper involved in documenting your teen's skills, strengths, challenges and needs; organizing these records may take some time at first but it will be worth it. Having complete and accessible records will help you be more effective, so if you have not already done so:

- Get into the habit of dating all reports, articles, lists and notes and sorting them into a dedicated storage system such as a binder or an expanding file.
- Take notes of all conversations and meetings you have that pertain to your teen's disability and its impact. Make sure to note who you talked to and when, their contact information and any action agreed to as an outcome.
- Compile a contact list of everyone you have talked to, or intend to talk to, about your teen's transition from school to employment.

### **Keep the following records:**

- A complete personal history of your teen, including birth certificate, medical history, tests or interventions, list of health care providers and specialists who have been or are involved.
- Reports and records of all learning assessments and standardized tests.
- Details about current and previous accommodations and strategies used by your teen.
- Reports cards, personal program plans.
- Any correspondence with the school.
- Work experience reports.
- Information about your teen's community involvement and volunteer work.

- Notes you have made and minutes from transition planning meetings.
- Notes you have made of important phone conversations.
- Copies of important e-mails.

**FINAL WORDS:** The transition from high school is a complex and exciting journey that takes time, patience, and determination above all. Hopefully, this information provided helps make the journey more enjoyable.