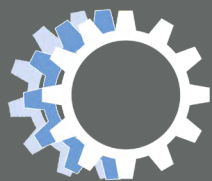


## Family Involvement in the Transition Process

GET FAMILIES INVOLVED EARLY	
Transition Planning	Transition Assessment
<input type="checkbox"/> Ask parents to start conversations with their child about what they want to after school beginning at a young age.	<input type="checkbox"/> Give parents a checklist to gauge student interests related to employment early.
<input type="checkbox"/> Have consistent dialogue with families and the child about what they envision in the areas of: future living environment, employment, recreation, and support.	<input type="checkbox"/> Ask parents to provide information on their son or daughter's strengths and abilities in the home and community environment that could possibly contribute to successful employment
<input type="checkbox"/> Share examples of student success after high school with parents.	<input type="checkbox"/> Teach families how to collect information on skills related to their son or daughter's postsecondary goals.
USE FAMILY INPUT	
Transition Planning	Transition Assessment
<input type="checkbox"/> Use a checklist to give families a better understanding of the steps in the transition planning process. Give this checklist ahead of time so families can prepare their ideas before the meeting.	<input type="checkbox"/> Talk with parents about which assessments will be administered and why. Clarify any confusion on the purpose for collecting assessment data.
<input type="checkbox"/> Ensure families are given time to provide input during IEP meetings.	<input type="checkbox"/> Give parents information about a few assessments and let them share which they would like to provide input on.



# Transition

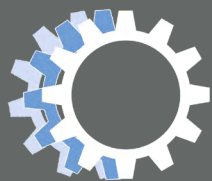
T E N N E S S E E

## USE FAMILY INPUT

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Remember that families and friends will support the student when making choices about their future.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Have parents assist with interpreting assessment results and seek their opinions on next steps for developing postsecondary goals and services</li> </ul> |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider family networks. Students with disabilities may have employment through family connections.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Have families complete questionnaires or interviews, provide detailed information about their son or daughter, and support an active student</li> </ul>   |

## ESTABLISH A POSITIVE RELATIONSHIP WITH FAMILIES

Transition Planning	Transition Assessment
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep lines of communication open by setting up structured opportunities for parents to ask and answer questions. This could mean setting up times for afterschool phone calls, or setting up hours in the classroom that families can come in and ask questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be very specific with families and follow up with results of transition assessment</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule time within IEP &amp; ITP meetings for families to provide their input</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be open and honest with what is being assessed and give families a rationale for why you're doing it</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Drop the technical terminology and acronyms. Families are not expected to know all of the jargon that we use as special educators.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be prompt in responding to questions and concerns regarding the assessment process</li> <li><input type="checkbox"/> Review assessment information and data in an accessible manner by eliminating professional jargon</li> </ul>



# Transition

T E N N E S S E E

## APPROACH DISAGREEMENTS IN POSTSECONDARY VISIONS AND PLANS WITH SENSITIVITY

### Transition Planning

### Transition Assessment

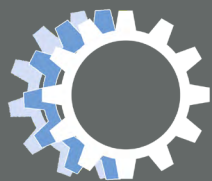
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|---|--|
| <input type="checkbox"/> Allow each family member time to express their ideas   | <input type="checkbox"/> Assess the skills across a variety of environments and gathering multiple perspectives. Results from different members, including families, can be compared to identify similarities and differences that can be then used to open up dialogue at the IEP meeting |
| <input type="checkbox"/> Give family members comprehensive information and resources on all postsecondary options for their son or daughter.                                    | <input type="checkbox"/> Share assessment results consistently with families and communicate frequently  |
| <input type="checkbox"/> Ask families to tell you about certain skills in the home that may be a strength in future employment settings or may influence the differing opinions |  |

## VALUE THE FAMILY'S CULTURE

### Transition Planning

### Transition Assessment

- |   |  |
|---|--|
| <input type="checkbox"/> Adapt all handouts and materials in the family's language. | <input type="checkbox"/> Select assessments that are available in the family's language. |
|---|--|



# Transition

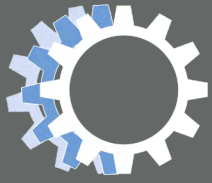
T E N N E S S E E

## VALUE THE FAMILY'S CULTURE

<input type="checkbox"/> Bring in a translator.	<input type="checkbox"/> Remember cultural values of families
<input type="checkbox"/> Value family's expectations of student's postsecondary opportunities.	<input type="checkbox"/> If necessary, provide assistive technology to allow families to communicate their desires for their son or daughter's future.
<input type="checkbox"/> Strive to understand the cultural values that may influence the views and priorities of families.	

## OFFER FAMILIES SPECIFIC ROLES

Transition Planning	Transition Assessment
<input type="checkbox"/> Give families the necessary materials to teach selected skills in the home.	<input type="checkbox"/> Help families suggest areas to assess within the home and community environment.
<input type="checkbox"/> Send an agenda home before IEP meetings with information the family should be ready to discuss.	<input type="checkbox"/> Show parents how to conduct appropriate assessments in the home using task analyses and observation strategies.



# Transition

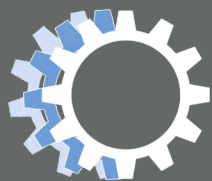
T E N N E S S E E

## OFFER FAMILIES SPECIFIC ROLES

<input type="checkbox"/> Allow family members to help identify services and goals for their child.	
<input type="checkbox"/> Give families specific employers or organizations to contact.	
<input type="checkbox"/> Give families the opportunity to invite selected guests to a person-centered planning meeting.	

## ENSURE THAT FAMILIES ARE AWARE OF RESOURCES

Transition Planning	Transition Assessment
<input type="checkbox"/> Give families a hand-out with information about postsecondary services in the community and connect them with resources of interest.	<input type="checkbox"/> Provide parents with trainings and resources.
<input type="checkbox"/> Inform parents about workshops or online resources.	<input type="checkbox"/> Provide step-by-step guidance for completing various assessments and review the assessment protocol prior to assessing



## ENSURE THAT FAMILIES ARE AWARE OF RESOURCES

Compile resources from other related professionals to provide for families (e.g., an SLP who specializes with adolescents/adults).

Provide families with free assessments (online or print) they can administer in the home and community environment

Provide families with a place to summarize all assessment data collected in the home and community environment, such as a template or form. This can help families prepare for sharing results during IEP meetings.

ANKENY, WILKINS, & SPAIN, 2009; DEFUR, 2010; FIELD & HOFFMAN, 2007; KELLEMS & MORNINGSTAR, 2010; NEUBERT & LECONTE, 2013; ROWE, MAZZOTTI, HIRANO, & ALVERSON, 2015