

INSPIRING POSSIBILITIES

Talk to Your Child About Employment: A Checklist for Parents

Use these questions and checklist to begin a conversation with your child about employment. Be sure to read, "[The Transition to Employment: What Parents Can Do Now](#)" for more information.

What am I good at? _____

What is difficult for me? _____

What do I like to do for fun? What are my hobbies? _____

What kind of work would I like to do? _____

What skills do I still need to learn or improve? _____

What kind of accommodations do I use at school that could help me on a job? _____

Use this checklist of skills to prepare for employment:

Yes	Sometimes	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am able to follow written directions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am able to follow verbal directions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am always on time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am able to work independently without much supervision.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I will be able to work full time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to try new things.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to work with people.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know how to locate resources for finding employment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know how to fill out a job application.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know how to interview for a job.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know how to be well-groomed and dress appropriately for a job.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand my rights and responsibilities as an employee under the Americans with Disabilities Act.

Statements checked "no" are skills that may be areas to improve. Discuss them with your child's IEP team.

Distributed by:
KY-SPIN, INC.
10301-B Deering Road
Louisville, KY 40272
Toll Free: 800 525-7746 Fax: 502 937-6464
Email: spininc@kyspin.com Website: kyspin.com

INSPIRING POSSIBILITIES

Talk to Your Child About Postsecondary Education or Training: A Checklist for Parents

Use these questions and checklist to begin a conversation with your child about postsecondary education and training. Be sure to read PACER's handout, "[Transition to Postsecondary Education or Training: What Parents Can Do Now](#)" for more information.

What are my abilities and strengths?

How does my disability affect my learning and ability to show what I know on tests?

What accommodations do I need to be successful?

What postsecondary education or training programs do my teachers and school counselors recommend for my areas of interest?

What classes will I need to take in high school to help prepare for my future goals?

What else might I want to know about postsecondary education or training?

Use this checklist of skills to prepare for postsecondary education or training:

Yes	Unsure	No	
			I would like help finding information about postsecondary education.
			I would like help finding a job training program.
			I would like help finding money to pay for school.
			I would like to live close to home.
			I want to live on campus.
			I know a school I want to attend.
			I want to go to a school where I know someone.
			I understand my rights and responsibilities as a postsecondary student.
			I know what type of assistive technology (AT) support and other accommodations I need to be successful.

Depending on your answers to the above statements, consider if this is an area you would like to learn more about. Share this information with your child's IEP team.

Distributed by:
KY-SPIN, INC.
10301-B Deering Road
Louisville, KY 40272
Toll Free: 800 525-7746 Fax: 502 937-6464
Email: spininc@kyspin.com Website: kyspin.com

INSPIRING POSSIBILITIES

Set a Postsecondary Education or Training Destination and Map a Course to Get There

People usually plan journeys with a specific destination in mind, and map the way accordingly. It is important to begin to explore education and training options available to your youth before graduation, then beyond, based on their current interests and abilities. It may be helpful to revisit school or training programs as interests and goals change or as new opportunities become available.

Things to remember

- Parents can help their young adult start exploring postsecondary education or training opportunities.
- Postsecondary programs have varying admissions requirements including entrance or placement exams. Be sure to plan ahead!
- Schools or other agencies may be able to help.

Set a postsecondary education or training destination

When you and your son or daughter are planning for your young adult's journey to postsecondary education or training, you will need to decide on a specific destination or goal and then map a clear course of action to reach it.

The information you gather from the activities and suggestions on the [PACER.org/transition](https://www.pacer.org/transition) website will help you determine the destination or postsecondary goal. It is important to choose the program and environment that fits your son or daughter's personality, learning style, and needs. Refer to the publication [Transition to Postsecondary Education or Training: What Parents Can Do Now](#) for more information about available postsecondary programs.

Map a course

Once you and your young adult have decided what kind of postsecondary education program they're interested in, you'll need to find appropriate schools.

- High school counselors and teachers are resources for this type of information.
- You can also call post-secondary school admission officers to request brochures and fact sheets about the school and its programs. Schools almost always include information about their programs online.
- If possible, visit the school with your young adult to see how he or she would fit in and if the atmosphere is a comfortable one.

When trying to find a school or program that is good for your son or daughter, consider what the requirements are for admissions.

- Determine if your son or daughter needs a certain grade point average to be accepted.
- Ask if he or she needs recommendations from high school teachers and community members, and if so, consider who would be the best recommenders.

- Be prepared by organizing a file of important documents.

Entrance/placement exams

Most college and university programs require students to take an entrance exam before they are admitted into the program. The most common admissions tests are the SAT and the ACT. These tests should be taken during your student's junior year or at the beginning of the senior year in high school. Test accommodations for students with disabilities are available for those who qualify and should be applied for in advance.

Some two and four year institutions, particularly vocational colleges, require students to take ACCUPLACER® tests to determine their ability in math, reading, and writing. These are not admissions tests—they do not decide if a student will be admitted to the school. These placement exams determine what level of classes would be most appropriate for your student, and whether remedial classes are necessary. For more information on the ACCUPLACER® test, visit: www.collegeboard.com/student/testing/accuplacer/index.html.

Financial aid

You will also want to consider financial aid for postsecondary education.

- The career counselor or financial aid officer at your young adult's high school can tell you how to apply for federal assistance. The amount and type of federal aid the U.S. Department of Education provides doesn't always depend solely on financial need, so don't assume you're not eligible. Take the time to complete and submit the Free Application for Federal Student Aid (FAFSA). If you find the FAFSA form too difficult to fill out yourself, an income tax preparer will have all the information needed to complete the form for you.
- College admission offices also have resources on scholarship options.
- There are also many internet sites with information on scholarships, such as <https://bigfuture.collegeboard.org/scholarship-search> or www.scholarships.com.
- Student financial assistance: The U.S. Department of Education provides free information about preparing for and funding education beyond high school. Call (800) 433-3243; (800) 730-8913 TTY; or visit the website: www.studentaid.ed.gov.

For some students, there may be other agencies and organizations to help “map the course.”

You may also want to consider accessing information and services from the following:

- Vocational Rehabilitation Services (VRS)
- Disability Services office at postsecondary institutions and/or training programs
- Think College: Provides resources, tools, and a database for students, families and professionals who are interested in inclusive postsecondary options for students with intellectual disabilities.
www.thinkcollege.net
- The Heath Resource Center at George Washington University: This online resource provides information on financial aid, scholarships, and student services, and help students with disabilities successfully transition into college, university, career technical schools or other postsecondary programs.
www.heath.gwu.edu
- For a more comprehensive list of available postsecondary resources, visit PACER's National Parent Center on Transition and Employment at www.PACER.org/transition/learning-center/postsecondary.

Planning ahead and exploring these resources can start you and your youth on the way to success at a postsecondary education or training destination.

Talk to Your Youth About Independent Living: A Checklist for Parents

Use these questions and checklists to begin a conversation with your youth about independent living.

Begin by asking your son or daughter the following questions:

Where do you want to live, and what do you want to live near in your community? (e.g., Do you want to live near a bus stop or other transportation? Do you want to live near your workplace?) _____

What are your favorite recreation and leisure activities? What are three or more of your favorite activities, such as participating in sports, gardening, or playing a musical instrument? _____

How would you connect with people in your community? List three activities you would like to do, such as visit the library, play a sport, volunteer, or join a club. _____

Then ask your youth to respond to the following with a 'yes', 'sometimes', or 'no' answer.

Yes	Sometimes	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know that the Americans with Disabilities Act protects me from being discriminated against in the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know how to request the accommodations I need to participate in public programs, purchase services, or shop in the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have good hygiene and grooming skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can maintain personal fitness and well-being.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know how to perform daily cleaning responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can shop for my own clothes and groceries.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can do my own laundry.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can cook a healthy meal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can communicate with peers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know how to use public transportation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have or would like to get my driver's license.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have a primary doctor who will see me after I become an adult.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have a dentist who will see me after I become an adult.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have a medical specialist (e.g., neurologist, psychiatrist, cardiologist, etc.) to help me after I become an adult.

- | Yes | Sometimes | No | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can arrange my own doctor's appointments. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I can take medications as prescribed without help. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I know and understand my disability. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I know what to do in an emergency situation. |

Statements checked "no" may be areas of needed growth. Discuss these with your youth and the IEP team.

Other areas of needed growth: _____

For more information refer to the National Parent Center on Transition and Employment's Learning Center at: PACER.org/transition/learning-center

Distributed by:
KY-SPIN, INC.
 10301-B Deering Road
 Louisville, KY 40272
 Toll Free: 800 525-7746 Fax: 502 937-6464
 Email: spininc@kyspin.com Website: kyspin.com