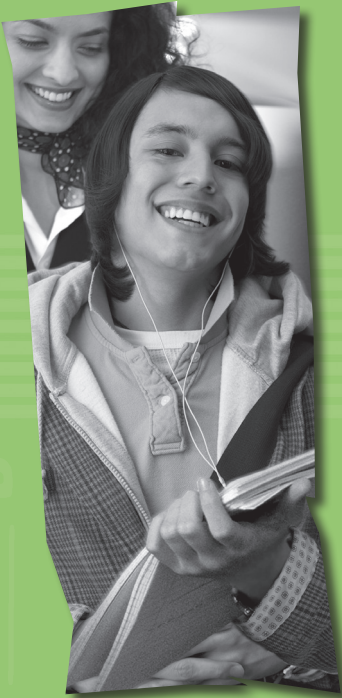


Transition Facilitators Guide

FOR STUDENTS WITH DISABILITIES
AND THEIR FAMILIES



BRIDGING THE GAP BETWEEN

HIGH SCHOOL AND POST-SECONDARY

Parent workshop

Achieving the Dream...

A 2.5 hour Parent Workshop on Transitioning to Post-Secondary
Education for Students with Disabilities

"The future belongs to those who believe in the beauty of their dreams."
Eleanor Roosevelt

This publication is available to view online at
alis.alberta.ca/disabilities

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often and seek additional sources of information
when making career and education decisions.

Transition: A Parent Workshop

This guide is intended to help you deliver the Parent Workshop about the Transition Guide, a resource for parents of children with disabilities who are moving from high school to post-secondary education. The duration of the workshop is approximately 2.5 hours.

Target audience

The workshop is intended for the parents of students with disabilities in Grades 9 to 12 who intend to pursue post-secondary education. Parents may come from a variety of backgrounds—from stay-at-home parents and new comers to Canada to parents who work in the trades, in the service industry or who are professionals. This workshop is designed for groups of 12 parents or less.

Learning objectives

At the end of the workshop, participants will be familiar with the contents of the Transition Guide and particularly the importance of starting to plan in junior high and following the five-step transition planning process.

Preparing to facilitate the workshop

1. Read this Facilitator Guide and look at all supporting materials, including the Transition Guide, Power Point slides, Participant Guide, handout materials and web sites.
2. Rehearse the workshop using all supporting materials.
3. Arrange for a room for the presentation and for room set up.
4. Arrange for the audio visual equipment you will need.
5. Order all program and resource materials you will need to facilitate the workshop.
6. Print off the Workshop Sign-in Sheet and the Workshop Evaluation Sheet on letter sized paper (one for each participant). Both templates are located at the end of this guide.

You will need to leave time to answer questions and may want to plan times in the presentation during which you will pause for questions.

Equipment and supplies

- PowerPoint equipment – laptop computer, data projector and screen.
- DVD equipment – television and DVD player.
- Workshop Sign-in Sheet, and Workshop Evaluation Sheets (one for each participant).
- Power Point Presentation Slides.
- Participant Guide and Transition Guide for each participant.
- Handout Package for each participant (see list at end of this guide) – to order visit: www.alis.gov.ab.ca or www.canlearn.ca.
- DVD entitled *Success Stories – Transition to post-secondary education for students with disabilities*.
- Name tents (cardboard sheets folded lengthwise).
- Stop watch (optional) or assign a colleague as timekeeper.

Workshop room setup

The room can be set-up in a U shape or two round tables, seating six people per table. Have one rectangular table at the front for the facilitator's equipment and supplies. You may also want one or two tables at the entrance to the room for sign-in purposes and to hold participant guides and handouts. Place name tents on the table(s) for each participant. Participants can write their first name in large print on the tents when they arrive.

The workshop schedule and pacing

The timeline for the workshop of 2.5 hours allows parents to learn about the Transition Guide and to apply the learning in practice situations and discussion with other parents.

The timeline can be reduced in the following ways:

- Show only one or two video clips of the CD, rather than all five (choose the ones that match the profile of students as offered by parents).
- Rather than breaking into small groups for the dream activity, go through the questions with the whole group getting two or three responses for each question.
- Review only one or two of the sample situations—Seanna, Daniel, Carly—rather than all three.

Workshop begins

Slide No.1

Welcome

Thinking about what the student will do after high school is exciting and for some overwhelming, and both parents and students will have many questions along the way. Today's workshop which complements Part Three of the Transition Planning Guide will answer many of these questions.

Slide No.2

Agenda

You'll see that the Guide has three parts – Part I is aimed at students, Part II is for students and parents and Part III is for parents. I'll be referring to the Transition Planning Guide throughout the workshop.

Let's take a few minutes for introductions. Please tell us your name, the age of your son or daughter, your teen's diagnosis, if you would like to share, and in one or two sentences what dream or dreams you have for your child.

Some of you had quite specific dreams for your teen. What is the hope behind that dream, for example it might be financial security or having a meaningful career or some other priority. Please give that some thought and make a note to remember for later.

Slide No.3

Student-centred planning

As a parent you have helped your teen with many transitions—starting back to school after summer break, moving from one grade to the next and the transition from elementary to junior high.

The transition we are talking about today is the move from the routine and familiarity of the high school years to the new and exciting opportunities and challenges which come with post-secondary education. This process is referred to as transition planning.

Please note, transition planning does not address the social, legal, financial and residential needs of your son or daughter—that is called lifestyle planning.

continued next page

Presenter welcomes parents to “Achieving the Dream Transition to Post-Secondary Education for Students with Disabilities” and introduce him/her self.

Show a copy of the “Transition Guide” and have parents take it out of their handout package.

Review agenda, then begin introductions. You may want to take your turn first to put parents at ease. After parents are done, briefly summarize, noting similarities, eg. diagnoses or general themes for dreams.

If the parents dreams are quite specific, e.g. become a doctor, add the paragraph to the left.

Slide No 3 - Student Centred Planning

continued

For all students a successful transition depends on planning. Post-secondary education brings with it increased expectations in academics, in directing one's own learning, in problem identification and problem solving and in knowing when, where and how to ask for help.

For students with special needs, advance planning for entry into post-secondary education is essential. It will be necessary to:

- Communicate to others the student's needs.
- Gather information about needed accommodations and adaptive technology.
- Become familiar with resources, supports and funding and apply in advance.
- Be an active part of the process throughout to ensure the student benefits from available supports, resources and funding.

Student-centred planning is a way for students to explore their dreams for the future and take a leadership role in designing a transition plan that will make those dreams a reality.

In addition to the student being an active participant in the process, student centred planning identifies the importance of keeping the "best interests" of the student as the focus of planning.

While this may seem like common sense, experience has shown that many other factors can compete with what is in the student's best interests, for example: rules and procedures which make it difficult for the student to participate. And this is where parents can help:

- They know their child best.
- They help the student build their dream and share it with others.
- They see the big picture and ensure that short term plans fit in with the long term goals.
- They promote high expectations for the student, along with needed supports to ensure success.
- They help everyone stay focused on the best interests of the student.

Parents have an important role to play both in setting high expectations for their teen and for the kind of post-secondary experience they want their teen to have. Students with disabilities may be underestimated and when parents set high expectations, the child often rises to meet those expectations. The planning team may also be positively influenced by the high expectations set by the parents, both for the student, and for the richness possible in the post-secondary experience planned for the student.

Slide No.4

Advanced planning is essential

As a parent you will need to help your teen search out their opportunities, find educational supports and obtain post-secondary funding. This is all part of communicating the student's needs to others. Along the way you will become

Research has consistently shown that student involvement in the planning process helps students develop a better understanding of their own learning needs and provides opportunities for them to develop much needed self-advocacy and problem solving skills.

Alberta Education, Looking to the Future, 2006

familiar with the various resources, educational supports and funding options available. You will need to contact the disability service coordinator at the post-secondary institution your teen plans to attend and apply early for services such as tutors, note taker(s), learning strategist, exam accommodations, and disability related computer software required by your teen to ensure success in their post-secondary courses. Know what your teen needs in order to level the playing field for them to succeed in this new school environment.

Slide No.5

Start planning in junior high

Why start planning in Junior High?

Part of the reason for beginning to plan in junior high has to do with selecting courses for high school which will help the student meet his or her long term academic goals.

But in addition, this is the time to begin laying the groundwork for a successful post-secondary experience. Activities which will help prepare the teen include:

- Beginning to explore interests, skills and dreams.
- Becoming actively involved in the community through volunteering, extracurricular activities, work experience, job shadowing and so on.
- Taking part in individual program plan team meetings.
- Learning to describe his/her disability and the accommodations that help.

You will find additional recommendations for getting ready for the transition to post-secondary education in Part I of the Transition Guide, “Are You Ready?”

A Transition Story:
presenter briefly
summarizes Seanna’s
story.

A Transition Story

Seanna ...learning disabilities throughout her years in school her mother wondered and worried about what her options might be.

Seanna had always had an interest in tinkering with cars thought she would like to be an auto body technician.

Seanna’s parents helped her arrange an apprenticeship at their local garage. The owner, who knew Seanna’s Dad, offered to look out for Seanna. Teachers also worked with the employer and suggested some accommodations to assist Seanna.



Some aspects of Seanna’s career planning process which will promote success are:

- Building on interests to develop career directions.
- Getting some experience and a head start on a career while in high school.
- Family using its’ resources to help Seanna find an apprenticeship placement.
- Seanna having help to negotiate accommodations.

For more information visit
alis.alberta.ca/high-school

Slide No.6

Start with the dream

How do you and your teen get started planning for post-secondary?

Encourage your teen to think about future career possibilities—what are his/her interests and strengths which may lead to a career.

The student's dreams and visions are at the core of student-centred planning—they help bring focus and direction. The transition team looks at the student's dreams and helps the student identify what he or she needs to learn and do, to achieve that dream.

As a parent you play an important role in helping the student build their dream. You are the keeper of faith in your child, and the student will benefit from your experience and from the expectations you have for the kind of post-secondary experience you want your child to have:

Slide No.7

A full and rich learning experience ...

Slide No.8

Tips for helping your teen build a dream

Some of you may be thinking that this won't work for your child.

While some teens have clear and achievable goals, dreaming can be a challenge for many teens—they may have no idea what they want for the future, they are much more likely to live in the present. And then of course there are teens who want to be astronauts or superheroes.

Most teens need some help to learn how to dream—and so we have a few tips for you:

1. Offer your teen some guidelines to help him/her begin thinking about a dream:

- What does he like? dislike? What are his interests? What is his passion?
- How does she spend her time...at home, at school, during holidays?
- What dreams do his brothers and sisters have? Friends? Classmates?
- Would she like to work with children, with computers, in business and if so what are the possible career choices for each?

2. Encourage your teen to explore his/her dreams for the future—be prepared for what may seem “unrealistic” and avoid commenting one way or another—the idea is to get the teen used to dreaming, and used to thinking about possibilities.

Introduce the Four Steps of Career and Education Planning:

- 1) Get to know yourself
- 2) Explore possibilities
- 3) Choose a direction
- 4) Make it happen

3. As a parent you may have your own dreams for your teen. When you talk to your teen try to state your dreams in general terms and let your teen know that he/she needs to build his/her own dream. The more the teen's dream is based on his/her interests and abilities, the greater the likelihood that achieving the dream will keep the teen motivated through difficult times.

We asked you to reflect on your dreams during the introduction and if your dreams were specific, we asked you to think about what was behind your dream for your child? What is it that living that dream will bring your teen? Or another way to think of it—is there something you are hoping your teen will avoid?

4. Some approaches to help your teen begin to think about possible careers are: looking at videos of career choices, talking to family and friends about career choices, job shadowing, volunteering or work experience.

5. Another thing to keep in mind and one of the vulnerabilities of many teens with disabilities is their delay in emotional and social development. Some teens will need to make the transition to post-secondary gradually and so may attend school part-time, work part-time or take some time to travel before they settle into studies in a more intensive way. A gradual approach is one intentional safeguard that can be built in to allow the teen the time he/she needs to mature. Encourage your teen to consider challenges and needs as well as interests and abilities as he/she works with you to plan the transition to post-secondary.

In a few minutes we are going to work through a dream activity you can use with your teen but first we will look at another example situation, Daniel.

continued next page

Presenter will relate tip #3 back to the initial dream activity with the parent.

Parents and educators can consult Advanced Education and Technology's "This is Your Life - a Career and Education Planning Guide" for more information.

Presenter summarizes Daniel's story.

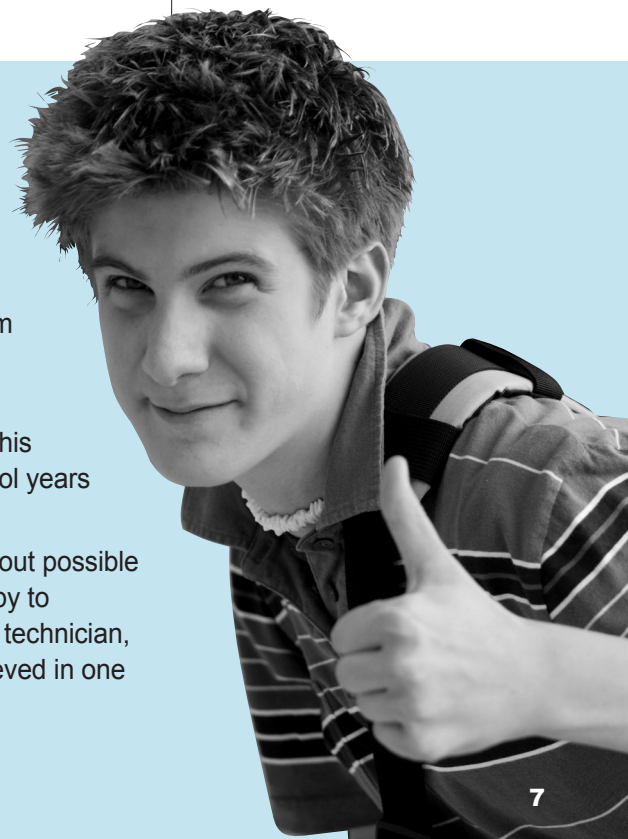
Daniel's Dream

After attending a career show ... became excited about becoming a fire fighter. His Mom felt that given some aspects of Daniel's autism, this wasn't going to work ... she didn't want to dampen his enthusiasm ... made no comment.

Occasionally Daniel talked about being a fire fighter ... one day he mentioned that he might like to work with children Daniel told his Mom that he had decided his hypersensitivity to noise and light might cause a problem for him as a fire fighter.

Daniel and his Mom explored possible careers working with children ... his family helped him arrange to do some volunteering during his high school years – first in a day care, then in a group home and then in a hospital.

Daniel enjoyed working at the hospital ... he decided to find out more about possible careers there. Daniel had never really cared for school, and he was happy to discover that there were a number of career options, such as, pharmacy technician, medical office assistant or personal care attendant, which could be achieved in one or two years.



Slide No.8 Tips for helping your teen build a dream
continued

Some aspects of Daniel's career planning process which will promote success are:

- Daniel attends a career show to find out about career choices.
- Daniel's Mom gives Daniel time to come to his own awareness that becoming a fire fighter is not a good choice for him.
- Daniel's Mom talks with Daniel about possible career choices.
- The family helps Daniel arrange to do some volunteering.
- Daniel does some research about career options at the hospital.
- Daniel does research on the ALIS website at alis.alberta.ca/high-school.
- Daniel attends an open house at a local community college/technical school.

Dream activity

Slide No.9

Start with the dream (repeat of slide No.6)

Now we are going to take a few minutes to do a dream activity which you can use with your teen. I want you to work in pairs. Take 5 minutes to work through the questions below and then we'll look at what you have come up with.

Presenter circulates to see how parents are progressing. If anyone is having difficulty try giving some of the examples listed under each question:

Dreams, thoughts or fantasies which my teen has shared? ... Or alternately what do you imagine your teen's dreams for the future might be?

- This requires close listening to your teen and/or close watching of your teen.
- What do you know about your teen? What does she like? What does he do? With his brother, with granddad?

The personal qualities, interests, abilities and skills that will help my teen achieve his/her dream:

- Is she strong physically?
- Is she very intelligent or does she have a great memory?
- Does he enjoy pets, or maps or wrestling?
- Is he loving and considerate, patient or inquisitive?

Challenges my teen will need to plan for:

What are the challenges your teen struggles with now?

- Acceptance by peers?
- Physical or sensory challenges?
- Being underestimated? Being ignored?

Activities that will prepare my teen for post-secondary education:

Leadership development, public speaking, social skills training?

Have parents share with the group two or three examples for each question.

Real students, real dreams

Now I would like to show you some video clips of young adults from Alberta who are living their dreams.



The clips demonstrate how students with disabilities can achieve success in post-secondary settings through proper planning and accommodation. You may like to show your son or daughter one or two of the clips that you think he or she would most relate to. The stories are inspirational and may offer the teen a sense of hope for future possibilities.

The clips also offer examples of the kinds of accommodation which are possible and how they assist students, who have learning, sensory and physical disabilities, participate in a full and rich post-secondary educational experience. The young adults portrayed in the DVD are great role models for students with disabilities who are considering post-secondary education and who wonder what might be possible.

Show clips here. Have the DVD ready to go or show a clip from the high school planning clips available at alis.alberta.ca/disabilities.

After viewing, add the comments to the left.

Presenter will ask if there are there any comments or questions about the clip.

Five step transition planning process

Slide No.10

Transition planning steps - Image

The transition planning process includes five steps:

1. Get ready
2. Form a transition planning team
3. Develop and implement the plan
4. Monitor and update the plan
5. Hold an exit meeting

Transition planning is an ongoing process based on the changing needs of the student. As the dream changes and the teen moves on to new challenges, the planning process can be used again and again, for example, when thinking about a change of faculty, pursuing a trade or looking for a job after graduation.

Step 1: Get ready

The Getting Ready step is about starting early and beginning to gather and document information about your child:

- Gather information about your child's strengths, interests and needs.
- Explore accommodations, strategies and assistive technology while you have access to the support system within the high school system.
- Ensure that the student chooses the high school courses required by the post-secondary program(s) he/she is interested in.
- Think about what the expectations for the student will be after high school and help the student find opportunities to develop skills she/he will need: decision making, independent problem solving, planning and organization, etc.

Part II of the Transition Guide has more information about the kinds of information you need to begin to collect in preparation for meeting with the Transition Planning Team.

Slide No.11

Help your teen create a portfolio

A portfolio is a tool which can help your teen with the transition to post-secondary and later with finding employment.

A portfolio is a collection of documents and photographs that the student keeps either as hard copies in a presentation binder or artist's portfolio, or as digital information on computer or CD.

It is the portable, self-contained record of your teen's experiences and accomplishments in school and in the community as well as of his/her strengths and interests. The portfolio may be started in junior high and ideally reviewed and updated each term.

For further information and guidelines for developing a portfolio, see Part I of the Transition Guide.

Some examples of how a portfolio can be used to benefit a student or job seeker:

1) A person with a reading and writing disability showed a prospective employer articles she had written to demonstrate that she was able to use print media effectively.

2) A wheelchair user included sports awards, and photos of him using adaptive equipment in a crowded work area, to show potential employers his ability to move about in a variety of environments.

3) A blind job seeker showed samples of documents with graphics, colour and complex formatting to demonstrate her skills.

4) A Masters Degree applicant with autism, who had difficulty expressing herself verbally, submitted her portfolio of art work, pictures of her art exhibits and course descriptions of art classes she had taught.

Slide No.12

Career exploration

Each student will have a different journey as they work toward finding a career and some students may finish high school without a clear idea. We'll look at the example of Carly and some of the issues and challenges she had deciding upon a career.

Carly's story

After high school **Carly** really didn't know what she wanted to study or what might be a good career for her. Carly's parents suggested that she take two distant learning courses at Athabasca University. She chose biology, which she had really enjoyed in high school and her parents suggested she take English - a required course for many post-secondary programs. This meant Carly could still live at home in Olds and keep her part-time job at the garden centre.

This option allows Carly:

- To begin post-secondary gradually
- To keep her job at which she is successful
- To live at home for another year
- Time to mature at her own pace

Some students find exposure to real life situations and people working in a variety of careers to be helpful. We'll check in with Carly again.

During the final year of high school and that first year of university, staff from the Counselling/Disability Services Office (DSO) helped Carly identify her interests and abilities. Carly kept coming back to her passion for gardening, which was a surprise for her because she had always considered it a hobby.

Carly talked with her boss at the garden centre and her boss was very encouraging. The Disability Services Office directed Carly to some on line videos about different careers related to gardening. Carly's parents were very supportive and they helped her arrange some job shadowing. Carly spent a day with a botanist, one with an arborist and one with a landscape architecture technologist. continued next page

Presenter will highlight the positive aspects of Carly's career exploration.



Slide No.12 Career Exploration

continued

We see here that Carly is building on an area of interest—gardening—and with encouragement she is beginning to think about it in broader terms:

- She talked to someone she knew—her boss at the garden centre.
- She watched some videos of careers related to gardening.
- She researched occupational clusters at alis.alberta.ca/occinfo.
- She did some job shadowing and had the opportunity to see firsthand what was involved, to ask questions and to think about how each career might work for her.

Students need to consider their challenges and limitations as well as their strengths, abilities and interests when considering careers.

Carly's story

Carly realized right away that the physical demands of being an arborist were going to be a problem for her because of her cerebral palsy – she could not see herself scaling trees. The work of the botanist was interesting, but Carly really got excited when she spent the day with the landscape architecture technologist. It was really interesting the way the technologist looked at the plain space between two buildings and planned how to transform it with plants, trees, benches and fountains.

Career exploration may take time and may have many twists and turns. It is a good idea for the student to get some volunteer or work experience in their area of interest before they commit to it.

Some tools to assist with career exploration:

Get to know ALIS at alis.alberta.ca

The Alberta Learning Information Service (ALIS) webs site offers extensive information, tools and resources to help anyone with every step in the career planning process. You can obtain information on:

- career planning
- occupations
- education after high school (post-secondary)
- paying for post-secondary education
- employment options and work search

Visit the High School Students tab on ALIS at alis.alberta.ca/high-school and get ready to start planning.

Presenter will review these sites and refer participants to their handout package for further information.

Slide No.13

The Duty to Accommodate and the Disability Service Office

Accommodations are changes in the traditional rules and procedures surrounding teaching which allow students with disabilities to participate on a “level playing field”. Accommodation does not mean that academic or non-academic standards will be lowered, but rather that students will be allowed flexibility in how they learn, the environment they learn in and how they are tested. In Alberta, post-secondary institutions have “a duty to accommodate” students with disabilities. This means that institutions are expected to make significant and concerted efforts to accommodate students with disabilities up to the point of “undue hardship” for the institution.

The post-secondary institution and the student work together and arrive at appropriate and formally documented accommodations. There may be options and alternatives available that the student and family may not be aware of. The Disability Service Office will need several months to arrange accommodations.

Examples of accommodations are:

- Note takers
- Software voice programs to assist students with reading or writing
- Extended time for exams, oral exams or special locations for exams
- Extended library borrowing privileges
- Online access to university or college publications
- Sign language interpreters

In most cases, the student works with the institution’s Disability Service Office to coordinate accommodations which may be used in different courses. The Disability Service Office may help the student transition from course to course and help instructors better understand the needs of the student and how they may be accommodated.

Slide No.14

A word about vulnerabilities and safeguards

As you are working with the team to identify areas where your son or daughter will need support or accommodation, you are in effect identifying areas where he/she may be vulnerable. Think about your fears or worries for the student and put these into words. Some examples of vulnerabilities for students with disabilities are:

- Being misunderstood
- Being underestimated
- Being ignored
- Being taken advantage of

continued next page

Sharing information activity – vulnerabilities and safeguards.

Presenter will start with an example.

List vulnerabilities as they are offered by parents.

List safeguards, offering suggestions as needed.

To see a sample transition plan, consult the Appendix in Section 2 of the Transition Guide.

Planning in advance allows for safeguards to be put into place to address these potential vulnerabilities. Some examples of safeguards are: participation in student activities or a student support group, having friends, being aware of rights, knowing how to self advocate and knowing where to find help.

Let's take a few minutes to talk about some teen's vulnerabilities and possible safeguards.

Vulnerabilities

Daniel tends to become confrontational and menacing with he feels threatened. He is a big guy. He could get himself into trouble.

Safeguards

Daniel has been taught specifically how to act if approached by a police officer. His parents talk with him about how his behavior tends to escalate behavior in others. When he goes to post-secondary, his parents plan to introduce him to the security officers on campus.

Does anyone have worries about their teen's vulnerabilities?

Does anyone have ideas about possible safeguards to address the vulnerabilities?

Slide No.15

Choosing a post-secondary program

At some point your teen or young adult will identify a career direction. You will have assisted your teen to put together a portfolio of strengths, interests and experiences and you will be in a position to help your son or daughter make a decision about which institution will best help him or her reach the stated career goal.

Your teen may be considering a technical institute, an apprenticeship or industry training program, a college or university. These are four things you will want to do:

1. Research your options

Visit websites, attend open houses, talk to other students or parents about the programs.

2. Think about needs and preferences

Part-time or full-time, classroom or distance learning, apprenticeship, etc.

3. Contact the Disability Service Office

Contact the office preferably one year in advance, and meet with them in person if possible. A learning assessment may be required to document the student's need for accommodations and/or funding. In addition, arranging for assistive technology, coordinating accommodations with instructors and applying for funding all need to be done in a timely manner so that everything is in place prior to the student beginning their training or education.

Carly's story

The Disability Service/Counseling Office gave Carly information about the different institutions which offer the Landscape Architecture Technology program and Carly and her parents began researching the different post-secondary institutions. First they narrowed the choice to three institutions and then they visited each one. Carly and her parents met with the Disability Service Office staff in each institution discussed the accommodations Carly needed and confirmed that the program could accommodate her.

Carly and her parents found the Disability Service Office staff at two of the institutions to be much more welcoming than the DOS staff at the third institution, so they excluded that institution and were left with two choices.

In the end Carly decided she wanted to be as close to her family as possible. Her sister lived in Edmonton and so she applied to NAIT and registered with the Disability Service Office there. Carly thought it would be great to see her sister regularly and her parents would be only three hours away.

4. Make your decision and apply for post-secondary studies

Just like Carly, each student will make an individual choice based on that student's particular dream, strengths and challenges.

Slide No.16

Funding post-secondary education

Getting Ready also means putting together the funds to pay for post-secondary education! Tuition, books and possibly, room and board—a post-secondary education comes with a price tag. For students with disabilities, assessments and accommodations may involve additional costs which may be covered by government programs.

It is important for you to think about these financial costs and develop a plan to pay your teen's post-secondary education. In addition to family savings or registered education savings plans, funding for your teen's education can be supplemented through a number of programs for students—student loans, bursaries, scholarships. Visit the Student Funding Contact Centre online at www.alis.gov.ab.ca/studentsfinance/main.asp for more information.

In addition, the following programs for students with disabilities assist with costs related to assessments and accommodations:

- Canada Student Grant for Students with Permanent Disabilities
- Canada Student Grant for Services and Equipment for Students with Permanent Disabilities
- Alberta Grant for Disabled Students
- Canada Grant for Students from Low Income Families
- Disability Related Employment Supports (DRES)

continued next page

Presenter will refer to the “Are You a Post-Secondary Student with a Permanent Disability?” handout and give a brief summary of what is covered under each grant listed at left.

Slide No.16 Funding post-secondary education

continued

You will find additional funding information in your package, including the handout *Are You a Post-Secondary Student with a Permanent Disability?*

As you can see, Step I, Getting Ready involves many activities and so starting in junior high allows time for parents and for the student to prepare and to plan in a timely manner.

Slide No.17

Step 2: Form a transition planning team

Gather together the significant people in the student's life - people who know the student well, people who are committed to the student and people who share the vision of the student leading a full and rich post-secondary life. You and your teen can add new members or guests as needed. Along with you and your teen, other people on the team could include:

- **Other family members** – know the student well and can support him/her through this transition and beyond.
- **School personnel** – may include classroom teachers, resource professionals, guidance counsellors or administrators. They are your link to the school system and to the supports it offers.
- **Community members** – could be employers, volunteer coordinators, mentors or friends. They may offer information about the student's life and achievements outside of school as well as ideas and suggestions for inclusive opportunities.
- **Staff from the Disability Services Office (DSO)**, also known as the Office for Students with Disabilities is, connected with the post-secondary institution(s) the student is interested in attending. DSO is the link to admission and accommodations requirements and on-campus services. Invite them to join the team in Grade 12.
- **Current and future service or health care providers** – they may offer helpful information and links to resources beyond the school system.

Choose a core team of five to ten members. Each member will: attend meetings; contribute ideas, information, support and resources; carry out tasks, report on outcomes; and monitor the plan.

Student's Role

In student-centred transition planning the wishes and needs of the student are the basis for planning. The student's role includes participation in planning and decision-making and sharing his/her dreams and goals with the team.

Your teen may like to write, draw or videotape the dream to share with the transition team. Participation on the team helps the student to learn important skills in expressing his/her wishes and needs and in advocating for him/herself.

Parents' Role

The primary role of parents during planning is to support students in expressing their wants and needs. Parents may encourage students to develop independent decision-making skills and the ability to speak up or advocate for themselves. Parents also support transition planning by:

- Helping the team stay focused on the student's strengths and abilities.
- Setting high expectations for the student to have a rich and inclusive post-secondary experience.
- Helping the student explore post-secondary options and choose high school courses that meet post-secondary requirements.
- Ensuring the team identifies student vulnerabilities and safeguards to address them.

Slide No.18

Step 3: Develop and implement the plan

The development of the transition plan is a rigorous and in depth process which includes documenting who the student is and what his/her needs are. The student may participate in many activities to arrive at a decision about a career direction. Information is collected about post-secondary institutions, funding opportunities and about student disability service programs. Consideration is given to student vulnerabilities, and safeguards are explored.

Out of all of this a plan is put into place to assist the student with the move to post-secondary education. A series of long and short term goals are established by the team and a plan is put into action which includes tasks such as: funding for tuition and accommodations, required assessments, required documents, living arrangements, support network on and off campus.

The team will meet a number of times to review progress, identify problems and decide upon action, including: who will take action, when will it be done and how all team members will know that the goal has been achieved or the problem solved.

To see a sample transition plan, consult the Appendix in Section 2 of the Transition Guide.

Slide No.19

Step 4: Monitor and update the plan

Generally, the team should review the plan every six months, however, sometime during Grade 11 the team will begin to meet more often to make sure that all goals and deadlines are met.

An important role of the teen and parent during Step 4 is to check that action steps are being taken by team members and that all short and long term goals will be met before the teen starts post-secondary studies. Team members may change and problems may arise and need to be addressed and the teen and parent may be the ones who need to track that necessary action steps are being taken in a timely manner.

Slide No.20

Step 5: Hold an exit meeting

Hold the final transition planning meeting well before graduation in order to allow time for follow up, if necessary. Use the checklist in the Transition Guide, Part II, Step 5, “Hold an exit meeting” to make sure everything is ready for the teen to begin his/her post-secondary life.

If the checklist raises any concerns, talk to the Transition Planning Coordinator about a plan of action to complete any unfinished tasks or replace missing documentation.

Slide No.21

Dream Facilitator

The transition from high school to post-secondary life is a complex and exciting journey which takes time, determination and a belief that higher education is a goal worth pursuing. With your support, your teen will make the transition with the knowledge that dreams can come true—they just have to be planned for and accommodated.

Once your son or daughter is at training/college/university your support role will of course continue. As your adult child encounters change and challenge, keep in mind the benefits of a transition planning team. Whether a change needs to be

Presenter will read from the checklist. (Be sure to mark the page ahead of time.)

planned for or alternately, change is needed, having a group of supporters and champions to call upon can have tremendous benefits for the young adult and for the family of the young adult.

To this point, you, the parent played the main role in helping your son or daughter to build and live his/her dream. As the student approaches adulthood it becomes increasingly important for the student to broaden his or her circle of support and to make connections with others in the post-secondary setting. The Disability Service Office will offer a variety of alternatives for your son or daughter.

Your role as consultant and advisor to your teen or young adult child will continue to be important. Some final tips for helping your son or daughter to plan for success include:

Good luck to you and to your teenage son or daughter, as he/she enters the exciting world of post-secondary education.

- Setting achievable goals—number of courses per term, years needed to complete the course of study.
- Using available support services and accommodations.
- Working together with the Disability Service Office to become familiar with eligibility criteria as well as dollar amounts and limits of disability funding programs.
- Supporting the student to gain work experience during the period of study, for example, a co-op term or an internship in the student's area of study.
- Keeping lines of communication open with the Disability Service Office and contacting them sooner, rather than later, if any concerns or questions arise.

Slide No.22

Completion of Parent Workshop Evaluation

Please take a few minutes to complete the workshop evaluation sheet.
(HANDOUT) It will help us improve this workshop in the future.

Thank you for attending today and I hope this workshop has added to your knowledge of transition planning for your teen.

Parent workshop: Evaluation

Transition Planning Guide

Thank you for completing the evaluation. Your feedback will help us to make this workshop better.

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
Relevance of Content					
Pacing and Amount of Content					
Usefulness of the Workshop					
Rating of Learning Experience					
Presenter					

Comments/Suggestions:

Parent workshop: Sign-in

Transition Planning Guide

Date _____

	Name	Son or Daughter's Age	Contact Information (email, address and/or phone number)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Parent workshop: Handouts/Web Sites

Transition Planning Guide

Alberta Advanced Education and Technology

- Transition Planning Guide for Students with Disabilities and Their Families
(*Book*)
- Transition Planning Parent Workshop Participant Guide: available for download only at alis.alberta.ca/disabilities
- Student Funding Application Package for Current Year
- Are you a Post-Secondary Student with a Permanent Disability?
(*Information sheet*)
- This is Your Life, a Career and Education Planning Guide: available for download at alis.alberta.ca/publications
(*Book*)
- Alberta Scholarship and Bursary Programs: available for download at alis.alberta.ca/scholarships
(*Booklet*)

Alberta Employment and Immigration web site:

- alis.alberta.ca/careerexploration
- Career Information Hotline 1-800-661-3753
- Youth Connections

See “*Career and Employment, “Financial Support for Training”* for:

- Training for Work
- Disability Related Employment Supports (DRES)

Government of Canada canlearn.ca

- Education Cost Calculator
- Budget Estimator

Success is only 5 steps away...

FINDING OUT ABOUT YOU

BRIDGING THE GAP BETWEEN

HIGH SCHOOL AND POST-SECONDARY



This facilitators guide will provide you with all the tools to deliver a Parent Workshop, including:

- quick and easy speaker notes with PowerPoint
- accurate and comprehensive information
- great post-secondary transitioning resources
- engaging exercises to support the process

If you are a professional serving students with disabilities, then this workshop guide is for you!

DISCOVERING CAREER OPTIONS

ABLE
ARE CAPABLE
WE

OURSELVES
ASTOUND