

PARENT/FAMILY INVENTORY

Form 2

The following is a Transition Inventory for Parents, a tool for transition dialogue at the IEP meeting.

Dear Parent(s):

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next meeting we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would all like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Inventory. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

Employment-

I think my son/daughter could work in:

- Full time regular job (competitive employment)
- Part time regular job (competitive employment)
- A job that has support and is supervised, full or part time (supported employment)
- Military Service
- Volunteer work
- Other

My son's/daughter's strength(s) in this area are:

My son/daughter seems to be interested in working as:

When I think of my son/daughter working, I am afraid that....

To work, my son/daughter needs to develop skills in:

Education:

Future education for my son/daughter will include (check all that apply):

- College or University
- Community College
- Vocational training
- On-the-job training
- Personal development classes
- Other _____

My son's/daughter's educational strengths are:

To attend post-secondary training my son/daughter will need to develop skills in:

Residential/Living:

After graduation my son or daughter will live:

- On his/her own in a house or apartment
- With a roommate
- In a supervised living situation (group home, supervised apartment)
- With family
- Other _____

My son's/daughter's strength(s) in this area are:

When I think about where my son/daughter will live, I am afraid that...

To live as independently as possible, my son or daughter needs to develop skills in:

Recreation and Leisure:

When my son/daughter graduates I hope s/he is involved in (check all that apply):

- Independent recreational activities
- Activities with friends
- Organized recreational activities (clubs, team sports)
- Classes (to develop hobbies, and explore areas of interest)
- Supported and supervised recreational activities
- Other _____

During free time, my son or daughter enjoys:

My son's/daughter's strength(s) in this area are:

When I think of the free time my son or daughter will have after graduation, I am afraid that...

To be active and enjoy leisure time, my son or daughter needs to develop skills in:

Tennessee Connection

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Transportation:

When my son/daughter graduates s/he will (check all that apply):

- Have a driver's license and car
- Walk, or ride a bike
- Use transportation independently (bus, taxi, train)
- Use supported transportation (family, service groups, car pool, special program)
- Other _____

My son's/daughter's strengths in this area are:

When I think of my son/daughter traveling around the community I worry about:

To access transportation my son/daughter needs to develop skills in:

Review items in the following three areas. Please identify 3 to 5 areas only in which your son or daughter needs information/support.

Social/Interpersonal:

- Making friends
- Setting goals
- Family relationship
- Handling legal responsibilities
- Handling anger
- Communicating needs/wants
- Relationships with the opposite sex
- Counseling
- Other _____

Personal Management:

- Hygiene Safety
- Mobility/transportation
- Domestic skills
- Money management/budgeting
- Time/time management
- Personal care
- Other _____

Health:

___ Ongoing care for a serious medical condition

___ Sex education

___ AIDS awareness

___ Information on drug/chemical abuse

___ Other _____