

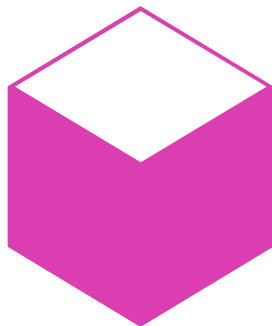
# Family Role in Systems and Individual Student

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## Potential Family Roles at the Systems Level



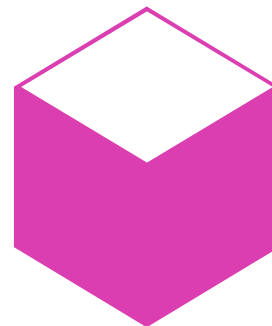
- Providing input to youth serving agencies, employers, and other community entities beyond high school
- Elevating and refining expectations that all youth with disabilities benefit from work experiences and paid employment
- Serving as "ambassadors" for younger families beginning transition process
- Cultivating their personal community networks for businesses to support youth work experiences
- Developing relationships with business and community partners to help appreciate / youth and family perspectives
- Informing family networks, such as PTA or Parent Information Centers, about partnership activities



## Potential Family Roles at the Individual Student Level



- Source of support to youth beyond secondary and postsecondary education
- Attending and contributing to IEP meetings where transition planning is discussed
- Sharing their perspectives about youth's talents, strengths, and support needs with professionals and employers
- Assisting youth to be their own advocates in the pursuit of career goals
- Providing networks and contacts for potential work experiences and job opportunities
- Reinforcing work expectations to the youth
- Offering input for addressing challenges during transition and employment planning (e.g., transportation, unique accommodation needs, and health concerns)
- Exposing youth to their own personal employment experiences



Developed from *A Guide to Developing Collaborative School-Community-Business Partnerships, 2015*



**NTACT**  
National Technical Assistance Center on Transition

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