

## ***Parent or Family Involvement Correlated with Improved Employment Outcomes***

### **What is the level of evidence?**

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

### **What is the predictor?**

Parent or family involvement means parents /families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).

### **What are the essential characteristics?**

1. Provide relevant information about transition planning to parents through a variety of means (e.g., written, face-to-face, community-based trainings such as Autism Society) at each stage of the transition planning process such as transition from middle to high school, age of majority, graduation.
2. Link parents with support networks (e.g., networking opportunities with other parents, advocacy groups).
3. Provide multiple options for involvement (e.g., pre-IEP planning input, flexible IEP meeting times) and alternate ways to obtain input in the transition planning process.

*\*\*Consider parents' perceptions in transition planning that may conflict with mainstream professional ideas. Some parents from CLD backgrounds may not be supportive of transition activities if they feel the plans are contrary to their expectations.*

4. Establish a welcoming atmosphere in the school by developing a system of ongoing communication and interaction (e.g., e-mail, notes home, home visits, regularly scheduled meetings in addition to IEP meetings).

*\*\*Consider the language and cultural needs of parents from CLD backgrounds*

5. Provide fairs, brochures, or workshops to educate parents about adult services and post-school supports in the community (e.g., vocational rehabilitation, mental health resources, postsecondary education institutions and supports).

*\*\*Consider developing material in languages accessible to target communities.*

6. Provide staff training on culturally competent transition planning (e.g. recognizing and honoring differences such as ethnic, socioeconomic, and values of the family).
7. Actively engage parents in interagency transition councils.

8. Collaborate with families to identify how the school and family/guardian can support the student in achieving their desired post-school goals.
9. Share transition assessment results with parents so that parents can use the information to provide training for their child in the home and the community and identify natural supports.

### **Where is the best place to find out how to do this practice?**

The Division on Career Development and Transition of the Council for Exceptional Children developed a Fast Fact on Parent Involvement available here:

[https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fast-Fact-Parental-Involvement\\_Delphi\\_Final.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fast-Fact-Parental-Involvement_Delphi_Final.pdf)

Additionally, there is a Practice Description on Training Modules to Promote Parent Involvement at [www.TransitionTA.org](http://www.TransitionTA.org) under Post-School Success and Effective Practices (Promising Practice).

### **References used to establish this evidence base:**

Fourquarean, J. M., Meisgeier, C., Swank, P. R., & Williams, R. E. (1991). Correlates of postsecondary employment outcomes for young adults with learning disabilities. *Journal of Learning Disabilities, 24*, 400–405.

Mazzotti, V.I, Rowe, D. A., Sinclair, J., Poppen, M., Woods, W., & Shearer, M. L. (2015). Predictors of post-school success: A systematic review of NLTS-2 secondary analyses. *Career Development and Transition for Exceptional Individuals*. 10.1177/2165143415588047

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160-181.

### **Reference used to define and identify characteristics of this predictor:**

Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals, 38*, 113-126.

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