

Name:

## PARENT TRANSITION SURVEY

Please use the following scale to rate the **FREQUENCY** of each item:

**1** = Never

**3** = Often

**5** = Not Applicable

**2** = Sometimes

**4** = Always

### Education & Vocation

Goal: Youth establish education and career goals.

• I encourage employment as a goal for my youth.	1	2	3	4	5
• I provide daily opportunities for my youth to make his/her own choices.	1	2	3	4	5
• I give my youth specific chores.	1	2	3	4	5
• I expect quality work done in a reasonable amount of time and on a consistent basis.	1	2	3	4	5
• I establish a safe environment where my youth can make mistakes and have opportunities to try again.	1	2	3	4	5
• I allow my youth to experience natural consequences.	1	2	3	4	5
• I provide opportunities for a variety of activities to help my youth identify his/her interests.	1	2	3	4	5
• I keep a notebook to note skills and strengths to better see progress my youth makes that will be useful in planning future employment.	1	2	3	4	5
• I talk to my youth about different jobs.	1	2	3	4	5
• I invite my youth to visit and help at my workplace.	1	2	3	4	5
• I help my youth learn to be punctual.	1	2	3	4	5
• I encourage volunteering.	1	2	3	4	5
• I promote, model, and teach self-advocacy.	1	2	3	4	5
• I establish connections with federal, state, and local programs.	1	2	3	4	5
• I plan activities that use and grow my youth's strengths.	1	2	3	4	5
• I make sure my youth's IEP includes enough job-related goals to prepare him/her for a transition to work and adult life.	1	2	3	4	5

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### Health Management

Goal: Youth takes responsibility for personal health care.

• I began thinking and planning for my youth's transition to adult health care.	1	2	3	4	5
• I talk with my youth about his/her health care.	1	2	3	4	5
• I identify the health care skills that my youth can perform and skills he/she needs to learn.	1	2	3	4	5
• I identify people and community supports that can help my youth plan for transition in health care (physician, school nurse, family members, etc.).	1	2	3	4	5
• I talk to my youth's doctor about preparing for the future.	1	2	3	4	5
• I identify a health advocate for my youth to get help.	1	2	3	4	5
• I discuss with my youth his/her perception of what he/she can and cannot do to reach his/her goals for a healthy life.	1	2	3	4	5
• I teach my youth about his/her disability/health issue, its causes, treatment, and prognosis.	1	2	3	4	5
• I talk with my youth about what to expect in health care and from the doctor.	1	2	3	4	5
• I help my youth learn how to communicate effectively his/her needs.	1	2	3	4	5
• I help my youth find an adult primary care physician to coordinate health services.	1	2	3	4	5
• If my youth chooses to find a new physician, I encourage him/her to make an appointment with the doctor for an initial interview (to ensure a good match).	1	2	3	4	5
• I explain to my youth the importance of maintaining his/her medical records.	1	2	3	4	5
• I teach my youth how to maintain his/her own records.	1	2	3	4	5
• I have transferred my youth's medical folder to him/her.	1	2	3	4	5
• I encourage my youth to write down questions, issues, and concerns prior to a doctor or therapy appointment to make sure that nothing is forgotten when meeting the medical professional.	1	2	3	4	5
• I encourage my youth to write down the medical professionals instructions during the office visit.	1	2	3	4	5
• I encourage my youth to speak for him/herself and ask questions during the appointment.	1	2	3	4	5
• I teach my youth that he/she has a right to refuse treatment if it is believed to be unnecessary or repetitive, or has a high risk or serious side effect.	1	2	3	4	5
• I teach my youth about his/her right to ask for a second opinion.	1	2	3	4	5
• During medical appointments, I allow my youth to see the doctor alone so he/she may ask sensitive questions regarding sex, contraception, love, marriage, etc.	1	2	3	4	5

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• I involve my youth in discussion about health care charges, co-pays, financing, etc.	1	2	3	4	5
• I teach my youth what questions to ask when exploring insurance options.	1	2	3	4	5
• Successful independence in health care insists on a partnership between parent, child, and physicians. As partners, I teach my youth to talk about shared goals, listen to questions and answers, respect individual choice, and understand everyone has a role in this partnership.	1	2	3	4	5

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### **Social Relationships & Communications**

Goal: Youth acquires appropriate social skills.

• I listen to concerns of my youth and respect his/her positive and negative feelings.	1	2	3	4	5
• I promote self-esteem through listening.	1	2	3	4	5
• I help my youth have IEP goals and objectives about social opportunities and developing friendships.	1	2	3	4	5
• I encourage my youth to join a social club to meet new people and to participate in activities.	1	2	3	4	5
• I provide my youth with many opportunities for interaction with other peers with and without disabilities.	1	2	3	4	5
• I work with my youth to plan activities such as sleepovers, camping, movies, mall, etc. with his/her peers.	1	2	3	4	5
• I encourage community-based activities: work, church, leisure activities, etc.	1	2	3	4	5
• I promote my youth's increased control over choice of friends, where to go, how to get there, and what to wear.	1	2	3	4	5
• I allow and encourage choice in order to foster confidence and competence.	1	2	3	4	5
• I provide information/literature and discuss issues on sexuality in relation to his/her illness/disability.	1	2	3	4	5
• I teach my youth how to take criticism without becoming upset.	1	2	3	4	5
• I discuss with my youth what positive criticism means.	1	2	3	4	5
• I teach my youth to cooperate with others.	1	2	3	4	5
• I teach my youth how to ask for help when needed.	1	2	3	4	5
• I teach my youth how to express feelings in a socially acceptable way.	1	2	3	4	5
• I teach my youth how to ask for more work when tasks are complete.	1	2	3	4	5
• I teach my youth how to read body language.	1	2	3	4	5

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**Independent Living**

Goal: Youth develops skills for independent living

• I offer my youth choices for personal control in clothing, hair styles, activities, music, hobbies, and more.	1	2	3	4	5
• I encourage creative approaches to attaining goals.	1	2	3	4	5
• I emphasize my youth's abilities.	1	2	3	4	5
• I respect and promote his/her personal privacy.	1	2	3	4	5
• I encourage openness and innovation.	1	2	3	4	5
• I encourage my youth to "speak up" on his/her own behalf.	1	2	3	4	5
• I encourage problem solving, and support "letting go" on the part of my youth.	1	2	3	4	5
• I respect his/her decisions, even if they differ from mine.	1	2	3	4	5
• I promote opportunities at home and school for my youth to feel successful, listened to, supported and appreciated.	1	2	3	4	5
• I make sure my youth participates in family activities, decisions, and problem solving.	1	2	3	4	5
• I take the opportunity to promote acceptance and sensitivity to help make the world responsive to the needs of my youth.	1	2	3	4	5
• I allow my youth to experience the consequences of his/her actions.	1	2	3	4	5
• I encourage my youth to become involved with self-advocacy organizations.	1	2	3	4	5
• I provide awareness and acknowledgements of those limitations related to his/her disability.	1	2	3	4	5
• I explore the supports needed to gain as much independence as possible.	1	2	3	4	5
• I promote a strong sense of self-worth and the confidence to believe in one's potential and one's right to participate fully in the world around.	1	2	3	4	5
• I make appointments to look at apartments, group homes, and personal essentials of furniture, pictures, etc. that give a sense of ownership and privacy.	1	2	3	4	5
• I talk with my youth about marriage and intimate relationships.	1	2	3	4	5

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### Money Management & Budget

Goal: Youth takes responsibility for his/her own finances.

• I teach my youth, from a very early age, about money: units, handling, making, and receiving money.	1	2	3	4	5
• I allow my youth ample opportunities to make buying choices, selections, and to purchase items on his/her own.	1	2	3	4	5
• I guide my youth as he/she creates a working budget.	1	2	3	4	5
• I help my youth to be able to identify, find, and access community resources to assist with living, medical transportation, educational expenses, etc.	1	2	3	4	5
• I teach and guide my youth about banking options.	1	2	3	4	5
• I provide guidance, if necessary, as my youth applies for social security benefits.	1	2	3	4	5
• I talk to my youth about the importance of maintaining thorough and complete financial records.	1	2	3	4	5
• I help my youth set up a record keeping system.	1	2	3	4	5

### Personal Appearance & Hygiene

Goal: Youth takes responsibility for his/her own appearance and hygiene.

• I teach my youth the importance of, and steps necessary for, good personal hygiene: hair, face, body, teeth, and nails.	1	2	3	4	5
• I teach my youth the importance of daily skin checks to guard against pressure sores.	1	2	3	4	5
• I teach my youth to watch for skin break down from orthotics.	1	2	3	4	5
• I teach my youth the importance of, and steps necessary for, good bowel and bladder hygiene.	1	2	3	4	5
• I discuss and point out current styles and trends with my youth.	1	2	3	4	5
• I help my youth to identify what styles look good on him/her.	1	2	3	4	5
• I teach my youth to match outfits and to be able to set out his/her own clothing.	1	2	3	4	5
• I teach my youth how to shop for, pick out and purchase his/her own clothing.	1	2	3	4	5

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**Orientation & Mobility**

Goal: Youth takes responsibility his/her own safe orientation and mobility.

• I teach my youth how to maintain his/her wheelchair/equipment.	1	2	3	4	5
• I help my youth gather the tools necessary to maintain and repair his/her equipment.	1	2	3	4	5
• I encourage my youth to attend training seminars on how to maintain the equipment.	1	2	3	4	5
• I teach my youth how to safely cross the street.	1	2	3	4	5
• I identify the various ways in which my youth could get around the community (drive, public transportation, Dial A Ride, etc.).	1	2	3	4	5
• I identify which transportation options are available to my youth.	1	2	3	4	5
• I help my youth identify and outline what steps he/she will need to take to access the systems of public transportation.	1	2	3	4	5