



- **Developing a Set of “Non-Negotiables”** or the list of “must-haves” for their son or daughter (e.g. – specific time for a weekly dinner out, no work on Sundays, workplace on bus line)
- **Developing a Set of “Ideal” Elements** or the list of what will likely work best for their daughter or son in terms of work type, place, schedule (e.g. - distance from home to workplace, time of the day the person seems most energetic, focused, and willing to learn and work)
- **Formulating a List of Existing Connections** by thinking about potential employers everyone on the team knows and highlighting those who already know their son or daughter through family friends and activities
- **Building Work Ethic** by assigning chores at home, talking about the positive aspects of family members’ careers, and sharing all of the good reasons to get and keep a job
- **Supporting a Code of Conduct for Work** by establishing expectations for following rules and cooperating to accomplish tasks
- **Reinforcing Skills** necessary for successful employment by encouraging independence and maturity (getting up and ready for the day, keeping room clean, maintaining positive interactions with others)

## Family involvement during transition benefits students by supporting them to:

- ⊙ Maintain a high quality of life
- ⊙ Obtain and keep meaningful employment and enjoy job satisfaction
- ⊙ Seize opportunities to make choices and self-direct their own lives
- ⊙ Focus on independent living

## Additional Resources

[Let’s Get to Work Employment Planning Tool](#)

[What’s After High School Family Education Video Series](#)

[Self-Directed Employment Planning Modules](#)

