

# TRANSITION CONTACTS

## Division of Vocational Rehabilitation

(DVR)

302.761.8300

## Division of Developmental Disabilities Services

(DDDS)

(DDDS)

302.836.2100

### Transition Coordinator

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

### DVR Case Manager

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

### DDDS Case Manager

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

### Adult Services Provider

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

## NOTES:

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Transition can be a bit unsettling for some parents, and brings with it a time of uncertainty. Just navigating the system is a challenge and sometimes confusing, so please feel free to contact us with any of your questions or concerns. If we can't help you, we will direct you to someone who can!

## TEEM

Transition Education Employment Model

University of Delaware

Center for Disabilities Studies

461 Wyoming Road

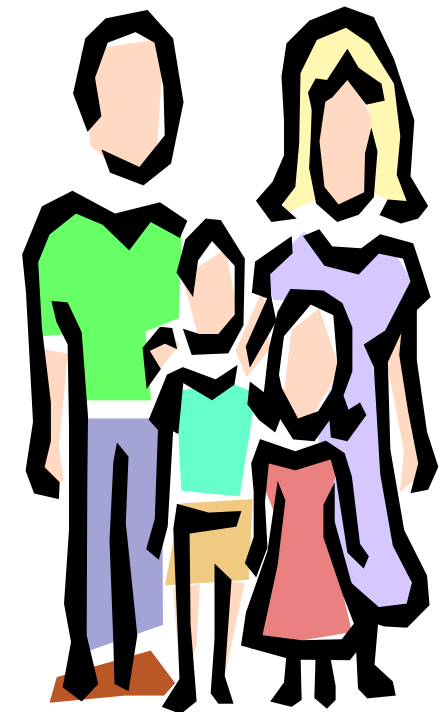
Newark, DE 19716

302.831.8103

TDD 302.831.4689



# A Transition Guide for Parents



## What You Need to Know

As students with disabilities transition from school to employment, they are most often referred by DVR to an employment services provider. These agencies can provide your young adult with vocational evaluations, work readiness training, job skills development, resume preparation, interview support, and eventual job placement.

DVR may choose to refer your young adult for Competitive Employment, which means once he or she is hired by an employer, and has maintained a job for 90 days, the service provider will fade away and no longer provide job coaching support.

Should your young adult be eligible for Supported Employment through DDDS, you will need to select an adult employment services provider as he or she enters their last year of school. This is referred to as the Early Start to Supported Employment program, which provides for a seamless transition from school to work for those individuals that will need ongoing supports to maintain a job.

## Your Role is Important

Parents play a very influential role in the lives of their children as they transition from school to the adult world of work or post-secondary education.

Your support as advocates, role models, goal setters, encouragers, and collaborators is critical to the long term success of your young adult.

Research has shown that family members contribute to the development of skills necessary for employability, self-determination, and self-advocacy. Social and soft skill development, such as good hygiene, healthy lifestyles, and making friends, begins at home.

Discussions about work also begin at home. What strengths and weaknesses does your child have? What type of work would they enjoy? Most young adults with disabilities think they want a job like Mom, Dad, brother, or sister. However, those jobs may be the only ones they are familiar with. You can help your student explore the many job opportunities in their community. Ask questions, help them network, and most importantly...

**SUPPORT THEIR INTERESTS  
&  
ENCOURAGE THEIR INDEPENDENCE**

## What You Need to Do

- Apply for DDDS services as early as possible
- Apply for DVR services as early as possible, no later than age 14, to secure funding
- Once your child enters high school, begin interviewing adult employment providers
- Participate in your child's IEP meeting, and if you need to meet more than once a year, request an additional meeting
- Learn all you can about your child's rights and become a collaborative partner in their education
- Become familiar with the transfer of parental rights at the "Age of Majority"
- Familiarize yourself with guardianship laws and benefit planning
- Post-secondary education interests? Contact the Disability Services office at your school of choice