

The Parents' Role in School Transition Planning Handout #40

- Learn as much as you can about your son's/daughter's brain injury related challenges, including any recommended modifications and accommodations.
- Meet with school staff to educate them about the student's strengths, weaknesses, educational needs, and learning styles. Provide the school with relevant reports including a copy of the neuropsychological assessment report.
- Whenever a school change is coming up (e.g., new semester, new teacher, new school), connect with school resource personnel (e.g. home room teacher, special education, guidance) as soon as possible to collaboratively plan for transition.
- If available, invite members of the student's rehabilitation team to attend planning meetings (i.e., psychologist, social worker).
- Suggest resource material for the school (e.g. [Educating Educators About ABI](#), OBIA and Brock University – downloadable resource at: obia.ca/resources/brain-injury-information/educating-educators-about-abi/).
- Learn as much as you can about the Identification, Placement, and Review Committee (IPRC) process and Individual Education Plan (IEP) (refer to Handouts #42 and #43 for definitions of terms).
www.edu.gov.on.ca/eng/general/elemsec/speced/hilites.html
- Ask your son/daughter to invite home peers from school to support development of positive peer relationships.
- Develop a collaborative partnership with school to ensure close, regular communication, and to support advocacy efforts.
- Help your son/daughter practise self-advocacy skills around his/her educational needs. Have him/her involved in planning meetings.