

TABLE 1: Possible Factors Behind Parent Opposition

Parent Opposition	Possible Factors
Parent is resistant to work experience encouraged by practitioners.	Parent is worried that daughter would be exposed to men who might take advantage of her.
Parent doesn’t acknowledge intensity of her son’s autism spectrum disorder behaviors and how they will be an impediment to employment.	Parent has seen son working in their landscaping business where he can focus on planting, weeding, and mulching without evidence of negative behaviors.
Parent refuses to sign authorization to share info with other agencies.	Parent has a history of working with social service agencies and is mistrustful that other agencies will “interfere” in child’s transition plan.
Parent doesn’t agree about student potential.	Parent’s cultural views of disability and limited information about services and support have led him to assume that his son will be dependent on him for life.
Parent pushes for academic program while practitioner believes functional skills are more important.	The family has a strong value on education and is investigating “alternative” postsecondary education programs. The extra push for academics will help the student’s academic readiness in the alternative nondegree postsecondary experience.
Parent does not want child to work.	Family’s cultural views do not include outside employment but rather see the student contributing to the family through a role in the family business.
Parent’s job expectation is higher than practitioner believes is realistic for child with developmental disabilities.	Through a support network, parent associates with families whose young adult children with developmental disabilities work in traditionally “white-collar” jobs.
Parent expresses fear during discussion about self-determination.	The culture of the family is such that young people must always be respectful of the family and consider the needs of the family first before individual goals or desires.
Parent wants assistive technology that the practitioner believes would not be appropriate.	Parent has learned that other families have been able to receive assistive technology and believes the practitioner’s unwillingness to help her access the technology is racially motivated.
Student says he wants something, but it is against his parent’s wishes.	Parent knows of a long series of son’s “bad” choices that have managed to get him into serious trouble. The parent is not willing to let her son make another wrong choice that will create even more difficulties for the family.