



**BC Centre
for Ability**

Beyond challenges—the sky's the limit



Transitioning to High School

A GUIDE FOR PARENTS OF CHILDREN WITH DIVERSE ABILITIES

Table of Contents

Introduction	2
Preparing Yourself	3–5
Before you Begin	3
Child Profile Tool	4
Planning Ahead	5
School Process	6–16
Key Terms to Know	6
High School Program Options	7
Timeline of Transition Process	8–9
Adaptations vs. Modifications	10–11
BC Ministry of Education New Curriculum	12
Individual Education Plan	13
Competency Based IEP	14–16
Mental Wellness	17–22
Adolescents and Mood	18
Protective Factors	19
Connectedness + Mindfulness	19–20
Safety Online	21
Engagement + Monitoring Screen Time	21–22
Resources & References	23
High School Transition Resources	23
Social Emotional Learning and Mental Wellness Resources	23
References & Notes	24

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Introduction

Parents tell us that transitioning to high school is both an exciting and challenging time. As their child takes the next step towards adulthood, they wonder how their child with extra needs will adjust at a bigger school with new peers and what supports will be available for them. This guide is meant to help prepare yourself and your child for this transition, so you feel confident and equipped throughout the process. The guide is broken down into three sections and finishes with recommended resources for you to access.



The first section of this guide is about **‘Preparing Yourself.’** As a parent supporting your child’s transition to high school, it’s important to take time to reflect on your thoughts. What do your expectations and hopes look like? Do they align with what your child is sharing with you? This section provides a space for self-reflection and starts you off with some tips. It also includes a child profile tool that you can work on with your child as they start to think about transitioning to high school.

The next section goes over the **‘School Process’** to provide you with the school’s perspective of students with diverse abilities transitioning to high school. This section begins with a general overview of key terms, the timeline of your child’s year prior to entering high school, and the new BC Curriculum. It then discusses adapted vs. modified programs, high school program options, and individual education plans (IEPs). Please keep in mind this guide is for all school districts across British Columbia; however, the transition process and high school options available at each school district will vary.

The last section of the guide is on **‘Mental Wellness.’** The section begins by defining

mental health and exploring ways to foster conversation about this topic with your child. It addresses the changes in mood adolescents experience, and how connectedness and mindfulness can be beneficial. This section also touches upon online safety and protective factors that promote the safe use of technology.



Preparing Yourself

Before You Begin

Take a few moments to reflect upon your hopes and goals for your child as they enter high school. Another important aspect to consider is involving your child in whatever way and extent possible. These are what will guide your family during the journey through this and many other transitions. Take some time to fill out the following profiles. If you choose, these profiles can be something you share with the school team during the transition to high school.

Hopes and dreams for my child and family: _____

Know your child's strengths and needs and consider what areas require additional support for success in high school.

Physical: _____
Energy Levels: _____
Emotional: _____
Cognitive: _____
Academic: _____
Other: _____

Child Profile Tool

Take some time to fill out a profile with your child who is transitioning to high school. It's important to include your child in the decision-making process as much as possible. A profile can be a helpful tool for both the student and teacher, and support the understanding of one's unique learning needs.

My name is: _____

The high school I'm going to in September is: _____

This is a picture of me	One thing I would like people to know about me:
	Some things I am interested in:
	My hopes for high school:
This is a picture of someone / something that I love	My worries for high school:
	Some things I am good at:
	Sometimes I need extra help with:

Things that make a difference for my learning are (check all that apply):

- Check lists of things to do
- Visual schedule for each day
- Notebook / planner to carry with me
- Post it notes as reminders
- Written directions
- Digital recorder or application on cellphone
- Calculator
- Extra time for assignments and tests
- Bigger print
- Computer or tablet
- Adapted pen or pencil
- Quiet, organized space
- Cues with pictures instead of words
- Someone to help me write
- Information ahead of time to review
- Go slowly when teaching new ideas
- Break instructions down into small steps with examples
- Extra time to think and process
- Provide pictures to help me understand
- A designated classroom buddy
- Tell me what to expect (eg. Now and Next/First and Then)
- Stand in front of me when you are talking to me (not behind or beside me)
- A separate space for me to work sometimes

Planning Ahead

- Get informed by gathering information, attending workshops and meeting school staff.
- Meet with your child's current case manager to start discussing transition to high school.
- Explore the high school your child will be attending. Take a tour with your child, look around the outside of the school and find out the best way to get there.
- Read the BC Ministry of Education information on special education (you can find the link in our resources section).
- Keep documents organized. As you gather more information, consider putting paperwork and resources together in one binder or folder on your computer.
- In most cases, you should register your child in their local school, even if you are considering alternatives.
- Talk to others while keeping in mind that everyone has a unique circumstance; it is always good to hear from others what their experiences have been and what was helpful in their journey.
- Look after yourself, too. Research shows that when caregivers obtain their own supports, they are better able to support their children. Be kind to yourself during this transition.
- Celebrate! Your child is entering a new life stage where they will meet new people, and gain new skills and experiences. Plan some family together time to celebrate this milestone.

Listening to Your Child

- **Remember, your child is going to have their own unique experience that is different from yours.**
- **Keep the dialogue open.**
- **What are they excited about?**
- **What are they concerned about?**
- **What questions do they have about transitioning to high school?**
- **Will they be at high school with their elementary/middle school friends or somewhere different?**



The School Process

Key Terms to Know

Learning Support Services: This district learning service focuses on working collaboratively with schools, parents, and others to support children with diverse learning needs from kindergarten to grade 12.

School Based Team: This could include the principal, learning support teacher, counsellor, classroom teacher, and other school staff. The role of this team is to support classroom teachers in meeting the needs of your child. Other professionals, such as an occupational therapist, a physiotherapist, or a speech language pathologist may also consult with the school team.

Case Manager: The person at the school who is designated as the go-to person for matters relating to your child, including the coordination of the IEP process.

Competency Based IEP: This is the new IEP that is reflective of the redesigned curriculum. The new format encourages students to be active participants and links learning to the development of core competencies. Please see pages 13 to 16 for more information.

Dogwood Diploma: This is awarded to students in grade 12 upon completion of provincial graduation requirements. Generally, students with adapted programs are eligible to receive this diploma.

School Completion "Evergreen" Certificate: This is awarded to students who meet the goals of their individualized educational program, but not the provincial requirements needed for most post-secondary programs. It is important that students and their parents clearly understand that the Evergreen Certificate represents the completion of personal learning goals, and does not represent graduation.

Parents may want to ask...

- **Who are the members of the school-based team?**
- **What are their individual roles on the team?**
- **What kinds of assistance does each of them provide?**
- **Who is my child's case manager?**



High School Program Options

If the option of mainstream high school is not going to meet your child's needs, a specialized program may be more beneficial. Please keep in mind program options vary greatly depending on the school district and the following options are meant to provide you with examples from various districts across BC. For more information on programs in your specific area, please connect with the 'Special Needs Contact' from your school district. Visit this link to find the contact person for your region:

www.bced.gov.bc.ca/schools/bcmap.htm

Alternate Programs: Some school districts provide alternate programs for secondary students who might need extra academic support due to challenging behaviors, learning disabilities, social/family issues, academic challenges, school phobia/anxieties, etc.

Learning Assistance Programs: Students with an IEP are provided with instructional tasks at the appropriate level for their individualized program. These programs put emphasis on developing communication and decision-making skills, providing career guidance and vocational preparation, and promoting social emotional learning. For elective classes, every attempt is made for inclusion opportunities. Some students with IEPs may access a school Learning Assistance Centre for extra skill building support from school staff.

Life Skills Programs: The curriculum emphasis is on improving communication skills, teaching social and life skills, and providing basic family life education. Many students in these programs display unique learning needs and upon graduation, students are awarded a School Completion (Evergreen) Certificate.

Pre-Employment Programs: These programs are sometimes available for students who have experienced difficulty in academic secondary school placements. The goal of these programs is for students to develop academic skills simultaneously with career skills. Students are provided with a toolbox of social and career preparation skills for a successful transition to employment.



Parents may want to ask...

- **What are the different program options the school district can offer?**
- **What type of program do I think is right for my child?**
- **What does my child think is right for them?**
- **What does my child's elementary/middle school team think about high school program options?**



Timeline of Transition Process from Elementary to Secondary School for Students with Diverse Needs

October/November (in the year prior to high school entry)

- Meet with your child's elementary or middle school team to discuss the transition process from elementary to secondary school. This can occur at your child's IEP meeting or you can phone your child's case manager to begin the transition planning.
- Meet with the elementary school team to develop IEP goals for the transition process.
- Discuss with the school-based case manager (eg. resource teacher) your thoughts about grade 8 placement (if that has not already been done); what the elementary school thinks might be the best plan (specialized program or mainstream); and how the family feels about this. While parent and school preferences/thoughts are considered, it is only one of the many aspects taken into account when school district staff make decisions about placement.

January

- Register your child at their local high school, even if you are considering: a specialized program, an out of catchment high school, or a private school. This ensures your child has somewhere to attend should another placement not be available. Registration can generally be done online or in-person at the school.
- Begin discussions with your child about the upcoming transition to secondary school.
- Attend grade seven parent night or an open house at the secondary school.

***** Please note: these dates are only a general guide and may differ for each school district *****



February/March

- For specialized programs, a letter offering placement is sent to the school, who then informs the student and family of their offer. Families must sign a consent document accepting or declining the placement by the date indicated on the letter for placement.
- If a family chooses not to accept any offers, the student would then be attending mainstream classes at the high school in which they registered in Jan/Feb.

May/June

- At the discretion of the high school classroom teacher, your child can visit their grade 8 class for a short duration with a support staff from their elementary school. You can request a member of your child's elementary school team to arrange this with the grade 8 classroom teacher and school principal so they can plan ahead for the visit.

August/September

- In late August, contact the high school counsellor to arrange for your child to meet someone at their new school and take a tour.
- Read the school calendar to help your child decide which extra-curricular activities / clubs they would like to take part in.



Adaptations vs. Modifications

Within the high school program chosen for your child, there may be adaptations or modifications made for your child's curriculum. Please read below for a summary of the differences between adapted programs and modified programs.

Adapted Program: Many students with extra needs are capable of achieving the prescribed learning outcomes of the provincial curriculum, with some changes to the ways they are taught or their learning is assessed. This program provides adaptations while following the provincial curriculum. It is designed to help students achieve the learning standards by offering different ways to express, represent, and engage with the curriculum. The student's IEP will outline these adaptations. Examples of adaptations include:

- Materials in alternative formats that enable students to receive instruction or information, such as audio books
- Different teaching strategies, such as visual cues or breaking tasks into smaller parts
- Alternative ways of demonstrating learning, such as oral exams or extra time for assignments or exams
- Assistive tools/technology (ie. Laptop, tablet, calculator, text to speech software, FM system, etc.)



Students on adapted programs are working towards a Dogwood Diploma that fulfills the prerequisites for post-secondary education.

Modified Program: This program is structured to meet the specific learning needs of the student, and does not necessarily follow the prescribed curriculum. A modified program individualizes learning goals to include functional life skills and foundational academic skills. These modifications are stepping stones for students to have a fulfilling life after secondary school. In majority of cases, the decision to officially modify a child's program is not made until the end of Grade 9.

Students on fully modified programs will receive a School Completion (Evergreen) Certificate. If your child is on a partly modified program, it may be possible for them to receive a Dogwood Diploma. Please talk to your child's secondary school counsellor for more information.

Parents may want to ask...

- **Is my child on an adapted or modified program? Sometimes it is clear that a student's IEP includes modifications rather than adaptations. At other times the distinction is blurred. It is a good idea to talk about this in the IEP meeting.**
- **Is my child on the path to graduating with a Dogwood Diploma or a School Completion (Evergreen) Certificate?**
- **If my child is on a modified program, can they ever switch to an adapted program and graduate with a Dogwood Diploma?**
- **Can my child's program be an adapted and modified program?**

BC Ministry of Education New Curriculum

The BC Ministry of Education implemented a new curriculum in the 2017/18 school year. BC's curriculum was redesigned to respond to the demanding world that students are entering today. The new curriculum is learner-centred, flexible, and supports further learning through concept-based and competency-driven approaches. This student-centred curriculum means personalized learning for every student. Furthermore, with increased flexibility of the updated curriculum, your child's strengths, interests, and unique ways of learning are brought to the forefront. The curriculum includes three new core competencies that are at the centre of the redesign:

Communication- encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

Thinking- encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding.

Personal and Social- encompasses the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competencies represents skills students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

For further information on the new curriculum, please visit: www.curriculum.gov.bc.ca



Individual Education Plan (IEP)

Individual Education Plans (IEPs) are specifically designed for students with diverse abilities. An IEP describes program adaptations and/or modifications as well as special programs and/or services that are to be provided for the student. It is a tool the child's team uses to understand how to best support a student's learning needs.

An IEP will vary in length and complexity according to each student's needs. A short IEP may be adequate for students who only require a change in the procedures. For example, students requiring more time to write an exam or a quieter room to write in. A longer IEP may be needed for students with extra challenges who have more people involved in the planning process.

The school-based team is part of IEP meetings and this usually includes a classroom teacher, a learning support teacher/resource teacher, and a principal. As a parent, you are entitled to bring other people such as: professionals working with your family, family members, and someone to support you.

Karen, mother of a 17 year old student with an acquired brain injury, discusses the importance of connecting with the school about the IEP, "I always send an introduction email to each teacher at the start of the year. Just a quick hello and to let them know that if they have any questions or concerns about my son's IEP, to contact me anytime at all. It's a gentle way of making sure they are aware of the IEP."

Parents may want to ask...

- **When and how often will we meet?**
- **What is my role at the IEP meeting?**
- **How will I be notified of IEP meetings?**

For more information about IEPs please visit the BC Ministry of Education's website at:

<https://www.myeducationbc.info/resources/student-services/>



Competency Based Individual Education Plan

With the introduction of the new BC curriculum, IEPs are also in the process of shifting towards Competency Based Individual Education Plans (CB IEPs). The goal of CB IEPs is to support flexible learning environments and allow students to be active participants in voicing their personal interests and passions. CB IEPs are worded from the student’s point of view and with a primary focus on core competencies and a secondary focus on curricular oriented goals. A Competency Based IEP:

- **Outlines the type of extra support your child needs to be successful – this can include adapted materials, different instructional or assessment methods, and support services;**
- **Describes the learning outcomes, goals and objectives that may be different from/in addition to the expected learning outcomes set out in the provincial curriculum guide;**
- **Is developed collaboratively with your child, you, and the staff supporting your child;**
- **Helps support your child’s teachers to provide meaningful learning opportunities; and/or**
- **Reflects the core and curricular competencies of the B.C. Curriculum.**

There are two parts in a Competency Based IEP:

Core Competency Goals		Curricular Goals		
For all students with an IEP		In addition to core competency goals for some students		
 Personal & Social	 Thinking	 Communication	Supplemental Goals: are in addition to grade level curriculum	Replacement Goals: are instead of grade level curriculum

For the purpose of this guidebook, we will focus on core competency goals that are incorporated for all students with an IEP (For more information on curricular goals, please visit: <https://curriculum.gov.bc.ca>).

Parents may want to ask...

- **Are my child’s strengths being highlighted?**
- **How do these goals support inclusion in the physical community, social/emotional community, and learning community?**
- **Is there a connection to the common curriculum of peers such as: big ideas, content goals, and curricular competencies?**



A formula for goal-setting you can try out is the following: I can _____ (goal) by doing _____ (objective) by using _____ (strategy). (Shelley Moore, 2020)

To support your understanding, here is an example of a student who recently transitioned to high school and her Competency Based IEP goals.

Kelly is a 13 year old student who has just transitioned into grade 8 at her local high school. Kelly is bright and creative, and enjoys writing and sketching in her spare time. Outside of school, Kelly has some friends she has known since she was three, but they attend a different high school. In elementary school, there was an educational assistant (EA) in her classroom during math and science who helped her stay on track, but Kelly did not receive one to one support throughout the whole day. Sometimes school staff at her elementary school supported Kelly in initiating positive peer interactions with other students.

In high school, Kelly is in a Learning Assistance Program where she receives extra support from a teacher in a classroom with fewer students. At recess and lunch, Kelly tends to keep to herself and writes or sketches in her notebook. She will sometimes socialize with other students in her classroom if there is an adult nearby participating.

While preparing for Kelly's IEP meeting, her parent's main concern is that she will have difficulty making new friends in high school without staff there to support her during lunch and free time. Kelly worries about socializing with peers in her class, as she often experiences social anxiety that stops her from joining a group or a conversation. If a problem arises with a peer, she struggles to work through it on her own. During Kelly's IEP meeting, these concerns are expressed to the school team and discussed.

With Kelly's input the school and family came up with the following core competency goals for her IEP:

CORE COMPETENCY GOALS	
Communication	I can connect and engage with others to share and develop ideas.
Objective	Strategy
During group discussions, I will ask a question or make a comment to contribute to my understanding. I can understand and share information about a topic that is important to me.	<ul style="list-style-type: none"> • Provide opportunities for Kelly to engage in a group setting in the classroom • Frontload Kelly before group work • Allow Kelly to choose her group/partners when possible • Ask Kelly 'wh' questions about the topic
Social Responsibility	I can build relationships & be part of a group.
Objective	Strategy
I will express a kind gesture or comment to a friend or peer once per day. I will share my work with a partner in the class.	<ul style="list-style-type: none"> • Encourage class connections through desk changes and different working groups • Model what a kind gesture or comment looks like • Help identify peers in the classroom to connect with
Critical Thinking	I can analyze and critique, and reflect and evaluate my thinking and actions.
Objective	Strategy
I will think of at least two different solutions to a problem and choose the best solution to a problem.	<ul style="list-style-type: none"> • Support Kelly in problem-solving strategies • Encourage self-reflection • Use 'Get Ready, Do, Done' model • Break down problems into smaller pieces and problem solving into smaller steps

Mental Wellness

In 2018, McCreary Centre Society conducted the 2018 Adolescent Health Survey across secondary schools in BC. The last question on the survey was an open-ended question asking youth if there was a topic affecting their health they wanted to learn more about. 50% of the responses indicated the desire to learn and engage in more discussions around mental health. So, what is mental health?

Mental health is defined in many ways and usually refers to our capacity to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. Mental wellness is a vital part of our overall health and can range from a state of stable functioning to a state of disabling thoughts, feelings, and behaviors. At any moment in time, our mental health is somewhere on this continuum. Mental health challenges represent changes to our thoughts, feelings, and behaviors that affect our ability to function.

Social emotional health is an important aspect that affects our mental health. Social emotional health allows us to understand who we are, how we are feeling, and what to expect during interactions with others. To form and sustain positive relationships; experience, manage, and express emotions; and explore and engage with the environment. These aspects help foster our overall health and well-being, resilience, and ability to learn and thrive.

This is especially important for adolescents who are undergoing rapid physical and cognitive changes while continuing to develop socially and emotionally. During this period of growth, adolescents often establish their identities, make plans for the future and work towards goals. The following diagram outlines typical social emotional development for pre-teens through youth:



Adolescents and Mood

As the parent of a pre-teen or teenager, you are not naïve to the fact that they are going through a lot. They are experiencing and adapting to physical, emotional, and social changes leading them towards adulthood, and it's a difficult time for them and for you as a parent.

As youth are experiencing growth, they may also experience their mood changing more frequently and/or these changes becoming more extreme. As the brain continues to develop in areas involved in reward, motivation, and emotion, all children become more vulnerable to mood changes. Emotions become heightened in intensity and urgency as the brain grows and makes more connections. While we know that youth are more prone to mood swings and connecting can become more difficult, it's important to take note of any major changes, persistent symptoms, or extreme fluctuations. As a parent of an adolescent, it is important for you to keep an eye on your child's mood, keep communication open and support them.

Some signs that can demonstrate a shift in mental wellness are changes in:

- **Feelings (having reactions that seem bigger than the situation, seeming unhappy, worried, guilty, angry, etc.).**
- **Thinking (blaming themselves for things beyond their control, having difficulty concentrating, and experiencing frequent troubling thoughts).**
- **Behavior (wanting to be alone often, crying easily, withdrawing from activities that they normally enjoy, challenges in relationships).**
- **Physical health (lack of energy, headaches, tummy aches, too much energy).**

Many youth do not recognize early signs of mental health challenges or know where to go for help. As a parent or caregiver, you can initiate conversation with your child about their physical, social, and emotional health. Taking the first step is always the hardest and it can feel like a tricky conversation to navigate. Here are some ideas to help start and guide your conversation:

Instead of saying...	Try saying...
Why are you being so difficult?	You don't seem your usual self today. Is there anything you want to talk about?
I know how you feel.	From what I'm hearing, it seems like you're feeling...
Let's talk about something else.	I'm here to listen.
You are strong enough to deal with this.	That sounds really hard, is there something in particular that's worrying you?
It's for the best.	I'm hearing that you're going through a really tough time.



If you're concerned your child is experiencing emotional distress, talk to your child and then seek professional help. You can start by seeing your child's pediatrician or general practitioner (GP) and ask for a referral to 'Child and Youth Mental Health (CYMH)' or a mental health specialist.

Protective Factors

As you and your child go through steps towards adulthood, there are protective factors that help reduce the risk of emotional distress and promote resilience. Protective factors can be found all around, and some include:

Family	School	Community	Peers
<ul style="list-style-type: none"> Being connected to a family Having a trusted adult in the family for support Being in a supportive relationship with family Having a parent present during meal times 	<ul style="list-style-type: none"> Being connected to a school Having school staff who care for you Feeling safe at school Having a sense of belonging at school 	<ul style="list-style-type: none"> Being connected to a community Having professionals who provide helpful support Feeling safe in the neighborhood Being involved in extra-curricular activities 	<ul style="list-style-type: none"> Have a circle of friends Being part of a prosocial peer group Asking friends for support Feeling like you are welcomed by your peers and belong



Connectedness + Mindfulness

Connection is protection. The Adolescent Youth Survey (McCreary Society 2019) reported, “Youth who felt connected were more likely to feel respected and understood by their families.” This word can seem very abstract, but there are concrete actions that help build connectedness. Here are some examples of what “being connected” can look like:

- **Talk and listen to their feelings and experiences**
- **Create opportunities to do activities together (ie: family dinner, weekly outings, movie night, playing boardgames, etc.)**
- **Take notice of behaviors and choices your child makes and encourage them**
- **Give your time, your words, and your presence**
- **Practice mindfulness together**

Mindfulness means paying attention to the present moment. It’s being aware of what’s happening and gently guiding your attention to the “now”. It’s recognizing that you will have thoughts, and remembering that these thoughts are passing by and do not define who you are. There are different resources you can access on page 23 to practice mindfulness.

It is important to support your child to maintain optimum health by eating well, getting enough sleep, exercising, participating in activities they enjoy, and getting annual medication reviews to ease extreme and frequent mood changes.



Safety Online

As more and more youth have access to their own mobile devices, remaining safe online is an issue that families need to navigate. A report released by the McCreary Centre Society indicated that some youth appear to be at greater risk when it comes to online safety (Untangling the Web 2016):

“Youth who indicated having a health condition or disability were also more likely than their peers to report cybersafety issues. For example, youth who had a mental health condition were more likely to have been the victim of cyberbullying. Similar results were found for youth with a behavioral condition (ie. Conduct disorder, problems with anger, etc.).”

Though social media can encourage socialization and engagement, the virtual world also presents risks. As it is unrealistic to keep teens off social media, families must find ways to use technology to their benefit while keeping youth safe. It’s important for parents to recognize this need to implement safety measures online and mitigate the risk of cyber safety issues.

Engagement + Monitoring Screen Time

The “Untangling the Web” report from 2016 states that “youth who feel safe, supported, and connected are less vulnerable to risky online behavior” (McCreary Centre Society). Youth also spoke of the need to disengage from technology at bedtime and the need of support in doing so. Therefore, during adolescence, the support from parents and professionals are of particular importance. When youth feel engaged and valued, these aspects work as protective factors keeping youth safe online. You can become involved by spending time with your child, being aware of their activities, and creating open dialogue about internet safety and cyberbullying.



Make it into a habit to talk to your child about internet safety. By having regular discussions, you can provide a safe space for them to ask questions and reach out when they need support. Here are some topics you may want to talk to your youth about (Brown 2020):

- **Establishing ground rules.** Come up with rules that will help keep your teen safe and empower them to make good choices when using electronics. For example, set times when screens need to be turned off and remove screens from bedrooms.
- **Sharing information online.** Help your child understand the types of information that are unsafe to share online. Reinforce that once content/images are online, it's no longer in their control. A strategy to help your child remember the different types of information can be having a "do not share" list by the computer and also giving them a copy to have.
- **Emails.** Talk to your child about the risks of opening an email or attachment from someone they don't know. Let them know it's ok to check-in with you or another trusted adult in the case they are unsure of an email they've received.
- **Healthy and unhealthy relationships.** Let your youth know of unhealthy behaviors, such as: persistently asking for sexual content, using pity/guilt to have them comply with a request, not taking 'no' for an answer.
- **Safer sexting.** Sexting refers to sending sexually suggestive or explicit photos/messages through electronic devices. Though it may be an uncomfortable topic, it is important to talk to your youth about it as in Canada, about 25% of students in Grades 7 to 11 have received or sent a sext (Sexuality, Teens and Technology 2019). Instead of disapproving reactions, guide young people to make thoughtful, informed choices. Let them know of the risks and the potential emotional, social, and legal consequences that may follow sending a sext.

Resources & References

High School Transition and Family Support Resources:

BC Ministry of Education- Inclusive Education Resources: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/inclusive-education>

BC Ministry of Education New Curriculum: <https://curriculum.gov.bc.ca/>

Community Living British Columbia: <http://www.communitylivingbc.ca/>

Family Support Institute of BC: <https://familysupportbc.com/>

Find Support BC: <https://findsupportbc.com/timeline/>

Inclusion BC: <https://inclusionbc.org/>

Individual Education Plans: A Guide for Parents: <https://bccpac.bc.ca/index.php/resources/39-inclusive-education/45-individual-education-plans-a-guide-for-parents>

McCreary Centre Society: www.mcs.bc.ca

Social Emotional Learning and Mental Wellness Resources:

Anxiety Canada: <https://www.anxietycanada.com/>

BC Centre for Ability- Social Emotional Enhancement & Development:
<https://bc-cfa.org/programs-services/social-emotional-services/>

Collaborative for Academic and Social Emotional Learning: www.casel.org

Community Brain Injury Program for Children and Youth in BC:
<https://bc-cfa.org/programs-services/brain-injury-services/>

Cyber Tip: www.cybertip.ca

Here to Help: <http://www.heretohelp.bc.ca/>

Heart-Mind Online: www.heartmindonline.org

Kelty Mental Health: <http://keltymentalhealth.ca/>

Lives in the Balance (Dr. Ross Greene): www.livesinthebalance.org

MindShift CBT App: <https://www.anxietycanada.com/resources/mindshift-cbt/>

My Booklet BC: <https://mybookletbc.com/samples>

ODIN Books: www.odinbooks.ca

Protect Kids Online: <https://protectkidsonline.ca/app/en/>

Random Acts of Kindness: <https://www.randomactsofkindness.org/>

Social Thinking, Inc.: www.socialthinking.com

Teen Mental Health: <http://teenmentalhealth.org/>

University of British Columbia SEL Resource Finder: www.selresources.com



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