

TRANSITION PLANNING

This resource is intended as a tool for teachers in the Department of Education and Children's Services (DECS), Catholic Education SA and the Association of Independent Schools of SA (AISSA) Schools to provide a collaborative and coordinated approach in planning for Transition to Post School Options for Students with Disabilities.

The template is deliberately as short and simple as possible. It is able to be used as a starting framework, which can be built on, or in its existing form as a completed format for the documentation of the transition planning process.

There is a large range of transition planning documents that have been developed and are readily available to school personnel to assist in the further development of the Transition Plan documentation if preferred.

Current research supports beginning transition planning for students with disabilities from Year 8, although whilst undertaking the Personal Learning Plan (PLP) in Year 10, is an obvious time to formalise this process.

The transition planning process is intended to be a collaborative and cooperative process between the student, parents, teachers and agencies as applicable.

Successful transition planning requires regular updating of the plan, which could be annually or more frequently as required.

An individual approach to the plan may be required depending on the student. It may be appropriate to use any or all of the following suggested formats

- ❖ a hard copy to complete
- ❖ an electronic document
- ❖ a power point presentation
- ❖ a pictorial / visual design

The Transition Plan could be incorporated in subject areas, or as a stand alone process, such as

- ❖ the IEP/NEP process
- ❖ as part of a SACE subject eg Workplace Practices, Community Studies
- ❖ as part of the Personal Learning Plan (PLP) subject
- ❖ as a component of Pastoral Care lessons
- ❖ as part of a mentoring situation

The transition planning process is the beginning point of the development of a long term vision for a student with a disability. Active involvement by the student and parents and collaborative work with professionals and teaching staff can assist to ensure the facilitation of successful transitions from schooling to post school pathways.



**THIS RESOURCE WAS ORIGINALLY
DEVELOPED BY THE SOUTHERN
ADELAIDE DISABILITY TRANSITION
NETWORK**

Transition Plan for Post School Pathways

[Name:

photo

Date document created:

Review dates:

Skills and Interests

Knowing what your skills and interests are can help you decide what future pathways might be the best fit for you. Knowing what you don't like is also important. For example, subject choices that involve a lot of hands-on work might not be suitable if you don't like getting your hands dirty.

My interests are ...

(eg. Sports, music, reading, community groups, fixing things, craft, music, outdoor activities)

What I like to do in my free time

(eg. Be with friends, movies, internet, gaming, sports, outdoor activities)

Things I don't like

(eg. Working outside, spending lots of time on my own)

Experience

A record of what activities you have been involved in will help you build a portfolio for when you are talking to employers. Try to think about the skills you have learned through these activities that you could apply to work. For example, if you have been a member of a sport team, you have experienced working in a team.

I have been involved in these things at school...

(eg. Volunteering in Library, sport, camps, sports day, community art project)

I have been involved in these things out of school...

(eg, Church group, sports, Scouts, mentoring, volunteering, community events)

Learning Styles

This is useful information to help understand the ways that you learn best so that you can negotiate your learning to best meet your needs. It can also help you work with your school to plan your learning in a way that will help you reach your goals after school.

Use this information to help with subject choices and thinking about the kind of study that is required for particular occupations.

My learning styles are ...

(eg. Doing, watching, discussing, thinking, memorising, practicing, teaching others)

I learn best when ...

(eg. In a quiet room, practising new things, watch and discuss with others first, read about it)

I don't learn well when...

(eg. Noisy room, can't practise new things, can't discuss things through, can't see a demonstration)

Things I am good at are...

(eg. Fixing things, explaining to others, working in a team, maths, creating, imagining, sports)

Things I need to improve are...

(eg. concentration, finishing things, reading, being on time, organisation, communicating with others)

Support Networks

Support networks are very important in helping you reach your goals. These are people who can give you information or help with introductions to service providers or even people who can help with transport.

People who support me at school

(eg. Teachers, Aboriginal Community Education Officer(ACEO), Education Support Officer(ESO), Student Services Officer(SSO), Counsellor, others)

Names:	Contact Details:

People who support me at home

(eg. Parents/caregivers, friends, relatives, brothers/sisters, others)

Names:	Contact Details:

People who support me in the community

(eg. Employers, work placement contacts, sport teams, youth group, community elder, hobby groups, religious leader)

Names:	Contact Details:

Community agencies that support me

(eg. Job Network, Group Training Company, Centrelink, Disability agencies, TAFE, Church)

Names:	Contact Details:

Goal Setting and Planning for the Future

Your life after school will not just be about work. You need to balance your work life, personal life and social activities. At the same time, you need to make sure you have the resources to pay for this lifestyle.

Knowing what is important to you is useful for planning your subject choices at school and for making sure you go through all the steps you need to reach your life and career goals.

Don't just think about what these things are, think and plan for how you will achieve them. For example, what do you need to do to live in your own place)

Things that are important to me in my personal life are...

(eg. Social life, recreation, friends, family)

Things I need to live independently are...

(eg. My own place, transport, money, employment)

The education and/or training I need after school are...

(eg. A TAFE or University course, a qualification, a community short course)

The types of work (including volunteering) that interest me and that will help me meet my personal goals are...

Checklist to Life After School

	What do I need to do?	By when?
I have discussed my plans with my family <input checked="" type="radio"/> Yes <input type="radio"/> No		
I have talked with a teacher about my plans for leaving school <input type="radio"/> Yes <input type="radio"/> No		
I have attended a career expo <input type="radio"/> Yes <input type="radio"/> No		
I know what I want to do when I leave school <input type="radio"/> Yes <input type="radio"/> No		
I have explored volunteer work options <input type="radio"/> Yes <input type="radio"/> No		
I have a tax file number <input type="radio"/> Yes <input type="radio"/> No		
I have my Learner's permit <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I have my Drivers licence <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I can use public transport by myself <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I have made an appointment with Centrelink to talk about what they can do to help me <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I have arranged an appointment with a Disability Employment Services (DES) or Jobnet providers <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I have an up to date resume/portfolio <input type="radio"/> Yes <input type="radio"/> No		
I have organised references and referees <input type="radio"/> Yes <input type="radio"/> No		
I have had some practice interviews <input type="radio"/> Yes <input type="radio"/> No		
I know how to write a job application <input type="radio"/> Yes <input type="radio"/> No		
I think I may be interested in doing an Apprenticeship/Traineeship <input type="radio"/> Yes <input type="radio"/> No		
I know what supports I can get to help me in an Apprenticeship/Traineeship <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I think I might like to go to TAFE or University <input type="radio"/> Yes <input type="radio"/> No		

I know where to go to get more information about TAFE or University <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I know what support I can get at TAFE or University <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I know what costs and support options are available to do the course I am interested in <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I have a Proof Of Age card (at 18 years) <input type="radio"/> Yes <input type="radio"/> No		
I have a 100 points of identification <input type="radio"/> Yes <input type="radio"/> No		
I am registered on the electoral roll <input type="radio"/> Yes <input type="radio"/> No		
I have a personal bank account <input type="radio"/> Yes <input type="radio"/> No		
I have my own Medicare Card <input type="radio"/> Yes <input type="radio"/> No		
I am registered with Disability SA <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I have completed forms to leave the school <input type="radio"/> Yes <input type="radio"/> No		

Notes:
