

SUPPORTING TRANSITION PLANNING

Transition is a lifelong process which involves changes in the passage from one stage to another. One of the most important life transitions your child will make will be their transition from school to post-school life. This can be both an exciting and challenging time. During this transition, one way to help your child achieve their future goals and aspirations is through a process called **transition planning**.

The transition planning process takes in to consideration all major aspects of a student's life experiences and assists in determining appropriate educational resources, program supports, equipment requirements, transportation needs, and accessibility. It assists in ensuring that the student's 'next step' is a successful one.

Transition planning means:

- helping you and your young person think about life after school and then developing goals to achieve their aspirations
- planning experiences at school, at home and in the community that will help your young person to develop the skills and understandings they need to achieve their future goals
- making connections with others who can help your young person reach their goals such as a Disability Liaison Officer from University or TAFE, Service Coordinator from Disability Services, staff from a Disability Open Employment Agencies etc.
- assisting with the coordination of assessments and applications that may be required for post-school support services or funding
- developing a written plan to do this

Transition planning explores questions like:

- What work might I like to do?
- Where might I like to live?
- How will I stay healthy and happy?
- What might I do in my leisure time?
- What study will I do?

Developing a transition plan

A transition plan will help your young person prepare, while they are at school, for all areas of their adult life. It is a written plan that outlines:

- goals for the future based on your young person's interest, strengths, needs and capabilities
- actions and strategies to achieve goals
- people responsible for undertaking actions and strategies and
- a timeline to accomplish goals

Planning is bringing the future into the present so that you can do something about it now.
Alan Lakein

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Establishing a transition planning team

Your young person's school will establish a team to help with transition planning. You and your young person are the most important members of the team.

Other members include:

- appropriate school and cluster support staff
- other significant adults directly involved with the young person such as a teacher aide, advocate, caregiver from a group home, Service Coordinator from Disability Services

and as is appropriate:

- other professionals such as a guidance officer, careers teachers, therapists
- representatives from post-school services or agencies e.g. personnel from Disability Services, TAFE, University, specialist employment agencies

In most cases, the team will be coordinated by a teacher from your young person's school or cluster support service.

What is the team's task?

The team's task is to:

- begin planning early in high school
- support your child to identify and achieve their goals and future aspirations
- work together to plan to achieve those goals

The team carefully considers:

- what the young person wants to be and do after they finish school
- their hopes, aspirations, strengths, likes, dislikes, needs and capabilities
- all areas of adult life when planning such as education & training, employment, leisure, community participation, independent living
- learning experiences, services and supports needed now, and in the future, for their preferred lifestyle
- ways for your young person to lead their own planning, to the greatest extent possible

Source: Dept. of Education Western Australia



Whether you think you can or think you can't- you are right.

Henry Ford

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TRANSITION STEPS PER TERM	
The following planner outlines the basic steps for transition. Individual schools and plans may vary.	
TERM 1	<input type="checkbox"/> Ensure your young person and their new teachers are aware of their strengths and achievements from the previous year. Determine your young person's possible pathway and the skills that are still required to enable them to access it (i.e. Travel training.)
	<input type="checkbox"/> Find out about any transition information sessions or expos to be held in the year to help you & your young person plan post school options.
TERM 2	<input type="checkbox"/> Read information packs and complete applications for Futures for Young Adults funding if eligible. If your child is 16, complete the Disability Support Pension forms, Disability Employment Indicator forms and Employment Assistance forms at Centrelink.
	<input type="checkbox"/> Check on how your young person is settling in. <input type="checkbox"/> Apply for a tax file number if necessary.
	<input type="checkbox"/> Confirm dates and procedures for your young person's work experience or orientation program, And attendance at Careers expos, Open days, TAFE Taster days or workplace visits.
TERM 3 & 4	<input type="checkbox"/> Have a transition planning meeting with the school and FFYA using Managed Individual Pathways (MIPs) and find out about possible orientation programs for the student's post school options.
	<input type="checkbox"/> Identify current support and strategies your young person uses at school. <input type="checkbox"/> Encourage your young person to check on the available supports in their chosen pathway.
	<input type="checkbox"/> Collaborate with the school in the final stages of planning for transition.
	<input type="checkbox"/> Evaluate the success of the orientation with the school and adjust the plans accordingly. <input type="checkbox"/> Encourage your young person to meet with services that may assist them- Disability Liaison Officers in Higher Education, Disability Employment Services, Centrelink Disability Officer, Service Coordinator of Disability Services etc.
	<input type="checkbox"/> Ensure that all parties are comfortable with the MIPs plan and your young person has the necessary information about the registration requirements and timelines for the New Year. Make certain your young person's School Report reflects social and work skills & abilities and includes Work Experience reports to support a job placement.
	<input type="checkbox"/> Ensure your young person is clear on their strengths, achievements and necessary accommodations and know what to disclose to their chosen post school option. <input type="checkbox"/> Collect a copy of your young person's MIPs plan to share with their post school option.

We can do anything if we stick to it long enough.

Helen Keller

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PARENT TIP SHEET

As a parent you play a central role in helping your young person prepare and plan for their future. Your support, guidance, views and expectations are important in helping your young person work towards achieving their future goals and aspirations.

How can I help?

- Plan early.
- Encourage your young person to identify their strengths, abilities and interests.
- Be aware of accommodations, assistive technology and strategies your young person currently uses
- Share information and insights about your young person with them and the planning team.
- Encourage your young person to make choices and decisions.
- Attend careers expos with your young person.
- Encourage your young person to undertake work experience and volunteer work.
- Encourage learning choices that will help your young person achieve their future goals.
- Read course information brochures with your young person.
- Talk about people you know who have interesting jobs and the sort of work they do.
- Provide opportunities for your young person to participate in home, school and community activities.
- Encourage hobbies and leisure activities.
- Discuss health and safety issues with your young person and the planning team.
- Continue to teach life skills and encourage your young person to be as independent as possible.
- Attend and actively participate in transition planning meetings.

Sourced from: www.education.tas.gov.au

Guardianship and trusteeship

You are the legal guardian for your young person until he or she becomes 18 at which time they are an independent adult and you no longer have the legal right to make decisions on their behalf. A person who turns 18 and cannot make personal, financial or legal decisions may require a legal guardian or trustee.

Once your young person is 18 if you are not their guardian staff at education institutions will not be able to communicate with you about their progress without your young person's written permission.