

Appendix B – Transition From School for Students with Disability Guidelines

GUIDING DOCUMENTS AND ADDITIONAL RESOURCES

Professional Readings:

Guiding documents

a) United Nations Convention on the Rights of Persons with a Disability

The [Convention on the Rights of Persons with Disabilities](#) is an international human rights treaty intended to protect the rights and dignity of persons with disability. The convention:

- sets out the essential requirements to promote, protect and ensure full and equal enjoyment of all human rights by persons with disability.
- covers a number of key areas relevant to effective transition planning including living independently and being included in the community; education; work and employment; participation in cultural life, recreation, leisure and sport; equality and non-discrimination.

b) National Disability Strategy

The [National Disability Strategy - Australian Government Department of Social Services](#) outlines the commitment of all Australian governments to a unified, national approach to improving the lives of people with disability, their families and carers, and to providing leadership for a community-wide shift in attitudes.

The Strategy covers six policy areas relevant to effective transition planning including:

- personal and community support
- learning and skills.

c) National Framework for Protecting Australia's Children

The [National Framework for Protecting Australia's Children](#) applies to Commonwealth, State and Territory governments, non-government organisations, service providers and individuals with an interest in ensuring Australia's children are safe and well. The framework:

- sets out a long term approach to ensuring the safety and wellbeing of Australia's children.
- outlines six supporting outcomes relevant to effective transition planning including ensuring that children who have been abused or neglected receive the support and care they need, and improving support for young people leaving care.

d) National Standards for Disability Services

The [National Standards for Disability Services](#) help to promote and drive a nationally consistent approach to improving the quality of services available to individuals. The standards:

- set out nationally consistent quality standards to apply to the disability services sector.
- focus on person-centred approaches and promote choice and control by people with disability.
- include six standards that are all relevant to effective transition planning.
- have been adopted by the Australian Government across its Disability Employment Services, and State and Territory governments are expected to adopt the new standards.

e) **Disability Employment Services Eligible School Leavers Guidelines**

The [Disability Employment Services Eligible School Leavers guidelines](#) assists students with significant disability to transition from school to post-school open employment. This document outlines the participation requirements, and how job seekers can satisfy their participation requirements and continue to receive income support.

Additional Resources

a) **Department of Education**

The [Transitioning from school services webpage](#) provides additional information regarding service delivery and transitional practices in the Northern Territory.

b) **Dr Paula Kohler**

- Dr Kohler is recognised for her research in regard to effective transition practices for youth with disability including effective transition programs, transition-related competencies, career and technical experiences, work-based education and other aspects of transition-focused education.
- A taxonomy model is represented for planning, organising and evaluating transition education, services and programs.
- Visit [Paula D. Kohler, Ph.D. - Research](#) for further information.

c) **Family-friendly-fun.com**

An easy to read, informative article around the transition process and the importance of interagency collaboration: [Special education transition planning](#).

d) **Guiding Circles – Gray Poehnell, Dr Rod McCormick & Dr Norm Amundson**

- This is an interactive, flexible and fun approach to career development.
- It helps guide participants through the process of self-reflection, career exploration and decision making, and provides a unique perspective on the essence of career and life decision making elements.
- [Guiding Circles](#)

e) **National Disability Coordination Officer NT**

- The Road Ahead: this workbook is designed to assist young adults make informed choices about their future career pathway.
- The Road Ahead is filled with worksheets for self-reflection, information about the available supports within the Northern Territory and guiding timeframes. This is an invaluable resource which is NT-specific. <http://www.cdu.edu.au/sites/default/files/saes/docs/the-road-ahead.pdf>
 - The National Disability Coordination Officer NT also has a website that provides a range of information including the resources available for teachers and students to support the transition process: www.cdu.edu.au/ndco

f) **Paul Wehman**

- Life Beyond the Classroom (1996) Transition Strategies for Young People with Disabilities, Paul Brookes Publishing Co, London.
- This publication provides theoretical information and practical forms, charts, checklists, and study questions covering transition issues.

- This publication supplies an essential framework for defining and planning transition, addresses facilitation and support of transition, and discusses ways of customising transition service delivery to people with specific types of disability.

g) Transition Sustainability Toolkit – Jane E Gothberg, Jennifer I Coyle & Paula D Kohler

A lengthy document around the effective planning, implementation and longevity of transition plans: [Transition Team Leader Sustainability Toolkit | NSTTAC](#)