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| **INDIVIDUAL TRANSITION PLAN (ITP)****Refer to ‘guiding questions at end of document’ to assist in structuring and developing the ITP. The ITP is to be developed in conjunction with the student’s Education Adjustment Plan (EAP).** |
| **Student’s First Name:** | **Student’s Surname:** | **Male** [ ]  **Female** [ ]  | **Date of Birth:** |
|  |
| **Parent/Guardian Name:** | **Relationship to Student:** | **Contact Number:** |  |
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| **School: Year:** | **Expected Date of Leaving School:** | **Date of Plan:** |  |
| **Review date:** |
| **TP Outcome/Goal** | **Strategies for Achieving the Goal** | **Individual/Agency Responsible** | **Target Date** |
| Employment: |  |  |  |
| Living arrangements: |  |  |  |
| Respite: |  |  |  |

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| community access: |  |  |  |
| Leisure and recreation: |  |  |  |
| Transport and mobility: |  |  |  |
| Financial and income management: |  |  |  |
| Continuing education: |  |  |  |
| Guardianship, legal issues: |  |  |  |

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| Advocacy and natural supports: |  |  |  |
| Personal management (including communication and behaviour): |  |  |  |
| Health and community services: |  |  |  |

Guiding questions used to develop/structure the Individual Transition Plan (ITP)

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| **Category** | **Guiding questions** |
| Employment, vocational training and voluntary work | * Will this be supported or open employment?
* Will work experience be of value?
* Will participation in a VET course progress employment opportunities?
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| Living arrangements | * Will the young adult be living independently, with family or in a supported accommodation program?
* Is he/she on a waiting list for housing?
* What skills will he/she require if moving away from key support people?
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| Respite | * Is the young adult and/or guardian/caregiver receiving respite services?
* Is a referral to the Office of Disability needed?
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| **Category** | **Guiding questions** |
| Community access | * What will be the most appropriate service provider, post-school?
* Has consultation begun regarding the development of an individual program and funding?
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| Leisure and recreation | * In what clubs is the young adult involved or could he/she be involved?
* How will leisure activities be incorporated into the weekly timetable?
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| Transport and mobility | * Does the young adult require training in how get to work by bus?
* Does he/she require support to obtain a driver’s license?
* Has a taxi voucher subsidy scheme been discussed?
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| Financial and income management | * Does the young adult have all the required information regarding Centrelink benefits?
* Does he/she have a tax file number and bank account?
* Does he/she need to learn to budget his/her own money?
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| Continuing education | * Has the young adult been linked to appropriate supports at university?
* Is he/she developing a learner profile?
* Does he/she understand what assistance he/she requires to learn to the best of his/her ability?
* What does he/she need to go on to further study?
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| Guardianship, legal issues | * Does an application need to be lodged for guardianship?
* Are parents aware of the implications, pros and cons of obtaining guardianship and what it means?
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| Advocacy and natural supports | * Who can provide support and advocacy if needed when the young adult leaves school?
* What are the natural supports around the young adult and his/her family?
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| Personal management including communication, behaviour | * What personal care is required?
* Does the young adult need a Health Care Plan, assistive technology and/or adaptive tools?
* What information needs to be shared across settings and support people?
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| Health and community services | * Is the Office of Disability involved?
* Are there any specific medical issues, therapist programs, counseling?
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