

INDIVIDUAL TRANSITION PLANS

Other publications of interest

European Agency for Development in Special Needs Education



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2006

Title: **Improving Transition Planning for Young People with Special Educational Needs**

Name of Publication: **Open University Press**

Source: **McGraw-Hill Education**

Authors: **Lesley Dee**

Date: **May 2006**

Language: **English**

Link: <http://www.mcgraw-hill.co.uk/html/0335216269.html>

2005

Title: **Supporting the Future** (A European Commission Grundtvig II Project; Contract number WMo3DGC 2579)

Source: **Borough of Telford & Wrekin**

Authors: **A. Broughton**

Date: **June 2005**

Language: **English**

Link: <http://www.niace.org.uk/Projects/europeanprojects/future.htm>

Abstract

The aim of the project was to enhance guidance and counselling services delivered to parents/carers of young people with hearing impairment in their transition to adult life.

The aims of the project were:

- To combat exclusion in accord with the Lisbon Agreement (2000);
 - To share and develop expertise;
 - To involve and engage families and young people in service development and improvement;
 - To carry out a trans-national consultation survey in relation to services for families of young people with hearing impairment in transition to adult life;
 - To recommend cost neutral (wherever possible) solutions to improve services delivered to families and young people by each partner.
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2003

Name of Article: **L'intégration des élèves handicapés dans les enseignements du second degré**

Name of Publication: **La Nouvelle Revue de l' AIS**



Source: **La Nouvelle Revue de l'AIS: adaptation et intégration scolaires, 1er trimestre 2003, n° 21**

Authors: **Peter EVANS, Marcella DELUCA, Hervé BENOIT**

Date: **2003**

Language: **French**

Link:

<http://www.cnefei.fr/RessourcesHome.htm?Ressource/NRAIS/n21/AccueilNRAIS21.htm~ContenuRessource>

Name of Article: ***Parent and teacher perceptions of individualised transition planning***

Name of Publication: **British Journal of Special Education**, Volume 29, issue 3 (pages 127 - 135)

Source: **British Journal of Special Education** (published by the Blackwell Publishing House)

Authors: **Georgette Goupil, Marc J. Tassé, Nathalie Garcin and Catherine Doré**

Date: **September 2002**

Language: **English**

ISSN: Print ISSN: **0952-3383**, Online ISSN: **1467-8578**

Abstract

This article presents the results from a pilot study of individualised transition planning (from school to adulthood) for students with learning disabilities in Québec, Canada, an area in which there is currently no requirement to undertake individual transition planning. The authors, Georgette Goupil, of the Université du Québec - Montreal, Marc J. Tassé, of the University of North Carolina at Chapel Hill, Nathalie Garcin, of Queen's University, Kingston, Ontario and Catherine Doré, of the Université du Québec - Montreal, discuss the content of the plans; the process of preparing them; and the perceptions of parents and school personnel who participated in the study. The results, based on the preparation of 21 individualised transition plans (ITP), indicate that while students had limited participation in their own ITP, parents were pleased with the ITP process. Parents, however, reported several concerns about their child's transition towards the assumption of adult roles and responsibilities. Analyses of the ITP objectives revealed that few ITP objectives focused on work and leisure skills. Parents and school personnel reported having little knowledge of community options available for the students with respect to residential settings. Finally, parents acknowledged that they had little knowledge and understanding of potential employers' expectations in relation to work for adults with disabilities. These results are discussed with respect to factors that may facilitate the transition from school to adulthood for students with learning disabilities and will provide interesting points of comparison for those involved in transition planning in the United Kingdom and elsewhere. In order to support these comparisons, the authors have used the term 'learning disabilities' throughout this article to describe those students who would be identified in the United States as having 'mental retardation'.

Link: <http://www.blackwellpublishing.com/>



Further sources

Name of Publication: *Transition Plan: from School to Adult Life* (Le plan de transition: entre l'école et la vie adulte)

Source: *Quebec University in Montreal, Department of Psychology* (Département de psychologie, Université du Québec - Montréal), Canada

Authors: *Georgette Goupil, Ph.D. & Marc J. Tassé, Ph.D.*

Date: 1997

Language: *French*

Link: <http://www.er.uqam.ca/nobel/r17630/transition.html>

Title: **Participation in transition review meetings: a case study of young people with learning disabilities leaving a special school**

Author/Editor: **Steven Carnaby, Patricia Lewis, Di Martin, John Naylor and David Stewart**

Source: **British Journal of Special Education 30 (4), 187-193.**

Date: **2003**

Language: **English**

Ref. Number: DOI: **10.1111/j.0952-3383.2003.00309.x**

Abstract

Transition into adulthood has been identified as a critical period in the lives of young people with learning disabilities, with national guidance and legislation emphasising the role of participation and inclusion as central to the transition process. In this article, Steven Carnaby, a clinical psychologist working with adults with learning disabilities in London and a lecturer in learning disability at the Tizard Centre, University of Kent; Patricia Lewis, head of the sixth form and SENCo; Di Martin, senior teacher and former SENCo; John Naylor, deputy head of the sixth form and head of arts; David Stewart OBE, headteacher, all from the Shepherd School, Nottingham, report the outcomes of a small-scale case study exploring these issues.

Link: <http://www.blackwell-synergy.com/links/doi/10.1111/j.0952-3383.2003.00309.x/abs/>

2002

Title: **Supporting Transition from High School to Adult Life**

Author/Editor: **Carolyn Hughes, PhD**

Source: **TransitionLink**

Date: **2002**

Language: **English**

ISBN: -

Abstract:

For many students, high school may not be a positive experience, leading to a successful transition to adult life. A promising career, satisfying personal relationships, a comfortable home, leisure-time activities - the expectations many of us hold for adulthood - do not



materialise for a sizable number of students who leave high school. Despite growing attention in federal policy, research and the media, for many students, secondary education has not resulted in a successful transition to adulthood. Instead, the outcomes faced by many students when they leave high school are unemployment, financial dependence, and few social relationships.

Link: <http://www.transitionlink.com/>

Title: A plan is not enough - Exploring the Development of Person Centred Teams

Author/Editor: Helen Sanderson

Source: North West Training and Development Team, UK

Date: 2002

Language: English

ISBN: -

Abstract

This chapter identifies critical issues in the implementation of essential lifestyle planning (Smull and Burke-Harrison, 1992), within a team supporting two people with profound and multiple learning disabilities. The action research took place in learning disability service where the researcher worked as a development worker. The service supports people in group homes of two, three or four people.

Link: www.nwtdt.com/Archive/pcp/docs/planne3.pdf

Title: Transition From School to Employment: Main problems, issues and options faced by students with special educational needs in 16 European countries, Summary Report

Author/Editor: Victoria Soriano

Source: European Agency for Development in Special Needs Education

Date: 2002

Languages: EN, FR, NL, FIN, PO, SE, DE, DK, IS, ES, NO, EL, IT

ISBN: EN: 87-90591-49-6, FR: 87-90591-51-8, NL: 87-90591-52-6, FIN 87-90591-55-0, PO: 87-90591-60-7, SE: 87-90591-62-3, DE: 87-90591-53-4, DK: 87-90591-54-2, IS: 87-90591-57-7, ES: 87-90591-61-5, NO: 87-90591-59-3, EL: 87-90591-56-9, IT: 87-90591-58-5

Abstract

The topic 'Transition from School to Employment' was selected by the European Agency member countries as a result of the perceived importance of this field and the shared interest regarding the problems related to training, qualifications and employment of young people with special educational needs.

The report addresses three areas:

1. Main problems faced by students with special needs, their families and practitioners regarding transition from school to employment.
2. Key aspects that need to be considered in the field of transition, taking into account existing problems.
3. Main factors which seem to either facilitate or prevent the implementation of a successful transition process at the practical level.



The analysis of the three areas listed above has resulted in the identification of recommendations for the future of transition. They are addressed to policy makers and practitioners and aim to provide guidance on how to improve the development and implementation of the process of transition.

The report is currently available as a file download in different languages versions. Each version is available in MS Word and has a hyper linked contents page for ease of navigation.

Link: <http://www.european-agency.org/site/info/publications/agency/index.html#ereports>

2001

Name of Publication: ***Social exclusion and dropping out of education***

Source: **Emotional and Behavioural Difficulties in Mainstream Schools**, Volume 1, p. 1 - 12, *Elsevier* publishing house

Author: **Markku Jahnukainen**

Date: **2001**

Language: **English**

ISBN: **0-7623-0722-6**

Price: **EUR 81**

Abstract

The concepts of social exclusion and marginalisation have been used in numerous contexts during the last decade in scholarly as well as everyday discussions. However, it seems that people despite the quantity of talk our general understanding of the process and origin of exclusion or of effective intervention models has not really increased. On the contrary, it seems that the everyday use of these concepts has somehow "watered down" their real meanings. For example, living in a world of computers and Internet, one might be accused of being socially excluded for not having an e-mail address. This shows that in a way the definition of social exclusion has grown beyond its original background, one of genuine disadvantage and poverty where be the key concepts and the real target of our concern in both social science and in special education.

However, the problems of definition have not only been generated only by everyday discussion but also by vague administrative and scholarly usage. In many contexts social exclusion is defined using easily measured indicators like unemployment or lack of formal vocational education. These indicators say something about the situation individuals in the labour market; however, they say very little about other important aspects of an individual's life including family and social life. For example, Kortteinen and Tuomikoski (1998) studies long-term unemployment people in Finland using autobiographies and representative statistical information. The key finding was that unemployment itself is not the most important indicator in measuring life satisfaction and actual social exclusion. Unemployed people who had a supportive social relationship with their family and friends coped well despite their lack of work. When indicators such as unemployment, are used all that is measured is a part of social exclusion, namely exclusion from paid employment, which is only part of social exclusion.

Link: <http://www.elsevier.com/locate/isbn/0762307226>



Name of Article: ***Ten Years after Special Education: Socially Maladjusted Boys on the Labour Market***

Name of Publication: **Behavioural Disorders**, vol. 26, no. 3, pages 243-255

Source: **Council for Children with Behavioural Disorders** (journal in Virginia, USA)

Author: **Joel Kivirauma** (Dept of Education, University of Turku, Finland), **Markku Jahnukainen** (Special Education, Department of Teacher Education, University of Helsinki, Finland)

Date: **2001**

Language: **English**

Abstract

This article examines the employment status of 28 young men about 10 years after leaving classes for students with social maladjustment. On the basis of their work careers, they were placed in one of four labour market sectors using as criteria (a) employed/unemployed at the time of the interview and (b) history of long-term and short-term employment. At the time of the interviews, 12 of the young men on the labour market were unemployed and 14 were working. In addition, two were outside the labour market: 1 in prison and 1 receiving a pension for a physical disability.

The large percentage of unemployed respondents was due to exceptionally difficult economic situation prevailing in Finland at the time the interviews were carried out. The national unemployment rate approached 20 %, and the young unemployment rate was over 30 %. Despite a lack of vocational education, all the young men but three had a positive attitude toward work, and those who were unemployed were actively seeking a job. When measured in terms of length of employment, the attachment of these young men to working life differed greatly: A few had been in the service of the same employer for the entire post-school period (longest, 10 years), while others had had several jobs of a few months' duration interspersed with periods of employment.

Link: www.ccbd.net (to view the article, site membership is required)

Name of Article: ***Two Models for Preventing Students with Special Needs from Dropping out of Education in Finland***

Name of Publication: **European Journal of Special Needs Education**, vol. 16, no. 3, pages 245-248

Source: **European Journal of Special Needs Education**

Author: **Markku Jahnukainen**

Date: **October 2001**

Language: **English**

Abstract

Numerous studies have shown that pupils with special needs are at high risk of dropping out and leaving school without finishing their studies, in particular in post-compulsory schooling. While the great majority of the age group will obtain at least secondary education, the lack of education may serve as a step towards deepening social exclusion. This study present follow-up results from two programmes working to prevent educational exclusion in Finland. These programmes were selected because they work in association with the comprehensive school system. The results show that the participants' own experiences of the benefits of the models are extremely positive. However, there are statistically significant differences between the post-intervention status of young people



from the Creating your own career project 10th form students and between males and females when transition to further education and working life is used as the criterion.

Link: <http://www.tandf.co.uk/books/default.html> (or [here](#))

Name of Publication: ***Improving Transition Services Through IDEA Reauthorization***
Source: **Division on Career Development and Transition**, University of Delaware, Delaware, USA

Date: **November 2001**

Language: **English**

Abstract

I. The IDEA Framework

As stated in the Individuals with Disabilities Education Act (IDEA), an overarching purpose of a free, appropriate public education for individuals with disabilities is to assist children and youth to achieve productive adult citizenship, including equality of opportunity in the community, full participation, independent living, and economic self-sufficiency. IDEA '97 also promoted the alignment of special education programs with general education reforms, adding new requirements designed to ensure that youth have greater access to the secondary education curriculum and assessments. This requirement for access to general education implied that state and local educational agencies were responsible and accountable for aligning secondary education and transition systems. The requirements logically hold educational agencies responsible for ensuring appropriate transition planning through the IEP, through secondary education curriculum redesign and accommodations, and through interagency coordination to help students and families achieve post-secondary goals.

Link: <http://www.udel.edu/dcdt/reauthNov01.html>

Name of Publication: ***Checklist of IEP Transition Planning***

Source: **Training and Technical Assistance Centre** at the College of William and Mary, Virginia, USA

Date: **February - March 2001**

Language: **English**

Abstract

The document presents a questionnaire related to the ITP transition planning.

Link: <http://www.wm.edu/TTAC/Newsletter/iepchecklist.html>

Name of Publication: ***Transition: Life After High School: Helping the student with special needs make the transition to life as an adult***

Source: **What you need to know ABOUT?** (USA)

Date: **25 July 2001**

Language: **English**

Abstract

What Should Be Included In An Individual Transition Plan?



The ITP is a plan for the student's education and his or her life after high school. Academic goals are important, but the ITP should go beyond that to plan for other services that may be required. These other needs may include: Job training; Housing; Medicare; Transportation needs; Recreation and related services; Colleges or other continuing education; Other needs as appropriate for specific disabilities.

Finally, transition planning provides a certain "rite of passage" feeling that is missing in the lives of many kids who have special needs. Many of these teens sat at home while their peers got cars, dates and jobs. Allowing the child to plan their future, to whatever extent that is possible, lets the student know that he or she is growing up.

Link: <http://specialed.about.com/>

2000

Name of Publication: ***What next for the improvement of employment opportunities for disabled people? EDF Employment core policy document***

Source: **European Disability Forum**

Date: **January 2000**

Languages: **English, French**

Reference: **EDF 00/01**

Abstract:

What policies, programmes and other initiatives do disabled citizens across the European want introduced and developed in support of actions within Member States? On what principles should they be based? What measures should be given priority?

The EDF Commission on Employment and Structural Funds has prepared this Core Policy Document setting out the EDF's 'Proposal for action to improve the employment of disabled people in the EU'. The preparation of the document reflects the belief of the EDF that disabled people must be involved, through their representative organisations, to the debate on policies and actions which are relevant to their objective of full inclusion in economic and social life throughout the EU.

In recent years, there have been a number of encouraging developments at European Union level and within Member States which have been designed to tackle the continuing difficulties encountered by disabled people in gaining access to, and retaining employment, and to promoting an inclusive approach to their participation in the labour market.

However, disabled people are still much more likely to be unemployed than their non-disabled peers, and many of them experience discrimination on a daily basis. The EDF believes that, in order to achieve the same employment rate for disabled people as for all people in the labour market, further developments in the future must be based on a series of agreed principles; and focused largely on a limited range of measures and specific priority actions at EU level - with appropriate account being taken at all times of changes in the labour market.

Link: <http://www.edf-feph.org/en/publications/publi/publi.htm>



Name of Article: ***What Happens After the Age of 14? Mapping Transitions for Pupils with Profound and Complex Learning Difficulties***

Source: **British Journal of Special Education** (published by the Blackwell Publishing House)

Name of Publication: **British Journal of Special Education**, Volume 27, Issue 3

Authors: **Lani Florian, Lesley Dee, Richard Byers, Liz Maudslay**

Date: **September 2000**

Language: **English**

ISSN: Print ISSN: **0952-3383**, Online ISSN: **1467-8578**

Abstract

This article reports on part one of a three-part national survey of provision for pupils aged 14 and older, in England and Wales, who have profound and complex learning difficulties. The survey is part of the Enhancing the Quality of Life (EqoL), a three-year research project jointly awarded to Skill: the National Bureau for Students with Disabilities, and the University of Cambridge School of Education. The aim of the project is to construct a framework for learning which will support improvements in the quality of life for these young people. It is funded by the National Lottery Charities Board.

Link: <http://www.blackwellpublishing.com/> (or [here](#))

Name of Article: ***The relationship between school culture and IEPs***

Name of Publication: **British Journal of Special Education**, Volume 27: Issue 3

Source: **British Journal of Special Education** (published by the Blackwell Publishing House)

Author: **Sue Pearson**

Date: **September 2000**

Language: **English**

ISSN: Print ISSN: **0952-3383**, Online ISSN: **1467-8578**

Abstract

IEPs (Individual Education Plans) are now established practice in most schools although they have remained problematic in some, particularly secondary, schools. Sue Pearson, a lecturer at Leeds University, suggests that the influence of the existing school culture on this innovative practice has received insufficient attention and that the changes in a school may be a demonstration of compliance to external pressures rather than the development of good practice. She describes the way in which the staff of one secondary school capitalised on existing strengths through collaborative working and highlights the implications for both individual students and for the school itself.

Link: <http://www.blackwellpublishing.com/> (or [here](#))

Name of Publication: ***The Individuals with Disabilities Education Act: Transition from School to Work and Community Life***

Source: **The Arc of the United States**, a national organisation of and for people with mental retardation and related developmental disabilities and their families, USA

Date: revised **June 2000**

Language: **English**

Abstract

What can schools do to help students as they prepare to leave school?



Schools can develop cooperative relationships with employers and adult human service agencies, so that students leaving school receive support in making the transition to their new life in the community. Vocational rehabilitation agencies, employment and training programs, transportation systems and other agencies should be included in the transition process. As the student's needs for supports and services are identified, services from each agency can be arranged and included in the student's transition plan. Many states are converting to systems designed to give the person with a disability the control over how funds are spent for adult supports. States are using the term "Self-Determination" to describe this new way of providing funding for what the person needs.

Link: <http://thearc.org/faqs/qa-idea-transition.html>

Name of Publication: ***Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post-Secondary Education and Employment***
Source: **National Collaborative on Workforce and Disability, USA**
Date: **November 1, 2000**
Language: **English**

Abstract

Despite advances in education, disability rights policy, the support of federal mandates, and increased funding of programs and initiatives that impact all youth, the post-school outcomes for far too many of our nation's youth and young adults are still poor. The current status translates not only into untapped talent and potential and unfulfilled dreams, but severely limits America's preparation of today's youth for full participation in tomorrow's society. This report brings attention to persistent issues and problems that various national studies on post-school outcomes document. The problems identified in this report are: (a) poor graduation rates from high school; (b) low employment rates after high school; (c) low post-secondary education participation; and (d) an increasing number of youth receiving Social Security benefits and not leaving the benefits rolls. The outcomes reported through statistics resonate to 30 years ago, prior to the benefit of federal laws and regulations. This is a crisis situation for youth with disabilities. A national initiative that focuses on coordinated actions to address system reform is required. The new system must be effective in changing an antiquated system that has not accomplished widespread and favorable results from the beginning. To minimize continued casualties among youth with disabilities in transition, we must implement a process for reversing historical trends of ineffective transition service planning and provision.

Link: http://www.ncwd-youth.info/resources_&Publications/pub-bank/bib_ncd1.html

Name of Article: ***Designing Individualized Education Program (IEP), Transition Plans***
Name of Publication: **ERIC EC Digest Nr. E598**
Source: **The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC), The Council for Exceptional Children, Virginia, USA**
Author: **Sharon deFur**
Date: **November 2000**
Language: **English**

Abstract



The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) emphasized that students with disabilities are to be prepared for employment and independent living and that specific attention is to be paid to the secondary education they receive. The law also requires coordinated and documented planning. Early and meaningful transition planning, which actively involves students and their families, has a positive influence on students' post-school success and independence. This digest describes the process of designing quality IEP transition plans.

Link: <http://www.ericec.org/digests/e598.html>

1998

Name of Article: ***The Reality of Best Practices in Transition: A Case Study***

Name of Publication: **Council for Exceptional Children**, vol. 65, no.1

Source: **Council for Exceptional Children**

Date: **Autumn 1998**

Author: **Lana L. Collet-Klingenberg**

Language: **English**

Abstract

The need for effective transition practices, in the form of planning, direct service, and linkages to post-school settings, is well documented in special education literature. This study examined transition-related practices in use in one school and their effects on student experiences. Data were collected via qualitative methodology in a secondary program for students with learning disabilities. Findings showed the utilization of some literature-identified best practices. Participants indicated that vocation-related activities (e.g., work experience) were well received. Instruction in self-determination skills was observed to be an integral, yet undocumented, part of the program. Results also suggested that specific planning activities (i.e., transition teams) were responsible for much of the program's success.

Link: <http://gifted-children.families.com/the-reality-of-best-practices-in-transition-a-case-study>

Name of Publication: ***Take Inventory to Create Inclusive Transition Plans***

Source: **Training and Technical Assistance Centre** at the College of William and Mary, Virginia, USA

Date: **1998**

Author: **Tracy English**, Project Specialist

Language: **English**

Abstract

To create a collaborative transition planning process, important sharing of information must take place between general and special educators. Teachers in general education settings must be aware of a student's ability, instructional needs, preferences, and future



goals as reflected in the IEP. Similarly, IEP managers need a thorough knowledge of general and vocational education course information including:

- Entry level skill requirements
- Instructional methods
- Testing options and grading criteria
- Homework policies
- Performance standards and learner outcomes

Link: <http://www.wm.edu/TTAC/articles/transition/inventory.html>

Title: **Preschool Children with Special Needs: Children At-Risk, Children with Disabilities**

Author/Editor: **Janet W. Lerner, Barbara Lowenthal, Rosemary Egan**

Source: **Alyn and Bacon**

Date: **1998**

Language: **English**

ISBN: **0205267351**

Abstract

A research-based text designed for families with preschoolers with special needs. The book is also geared to professionals who work with preschoolers with special needs. Topics include assessment, interventions, and special issues such as transition.

Link: http://ldonline.org/ld_indepth/early_identification/stages_assessment.html

1997

Name of Publication: ***Equal Opportunities Recruitment Handbook***

Source: **European Disability Forum**

Date: **May 1997**

Languages: **English, French, German, Spanish**

Reference: **EDF 97/5**

Abstract

Equal opportunities (EO) are very much part of the current political context in which the new EDF and member organisations will be operating. "Equality of Opportunities for People with Disabilities" is the title of the European Commission's European Community disability strategy, published in July 1996, and the Resolution adopted by the Member States in December 1996. The EO approach is seen as the way forward, and the European disability organisations must play a role in leading the debate and providing inspiration and ideas for its development and implementation.

This handbook is a step in that direction. Its aim is to outline both the theory and practice of a European EO recruitment procedure, by describing and sharing the EDF's experience.

Link: http://www.edf-feph.org/en/policy/empl/empl_pub.htm



Name of Article: **Survey of Employment Services and Vocational Outcomes for Individuals With Mental Retardation in Norway**

Name of Publication: **Journal of Vocational Rehabilitation**, Issue No. 8, pp. 269-283

Source: **Journal of Vocational Rehabilitation**

Author: **Gunvor Bollingmo**

Date:

1997

Language: **English**

Abstract

A survey of vocational rehabilitation professionals was conducted to make an overview and description of the employment services and quality of work for individuals with mental retardation compared with qualifications of the rehabilitation professionals. The intention was to make status prior to the reformation of the residential institutions and special services provided for the mentally retarded in Norway. Respondents included 74 sheltered workshop staff, 160-day activity center staff, 62 vocational special education teachers and 83 mentors in competitive work settings (N = 379). Results suggest that individuals with mental retardation have limited opportunities for inclusion and career in competitive work and the vocational rehabilitation professionals do not have the qualifications necessary to make a good job match and transition work. Results are discussed in terms of service delivery models, development of training programs for vocational rehabilitation professionals, career planning for the mentally retarded and implications for future research.

Link: N/A (journal discontinued as of 1999)

Name of Publication: **What s Overbridging? Translation from leaflet "Overbruggen": Frans Meijers, Rehabilitation Friesland/ school Lyndensteyn**

Source: **The Dutch Project SENTRA Supporting Educational Needs TRAnSition**, The Netherlands

Author: **Frans Meijers** frans@meijers.demon.nl

Date: **1997 - 2002** (duration of this project)

Language: **English**

Abstract

Overbridging is a project of the Dutch Society for Disabled children (NSGK) and is targeted at improving access to the labour market for youngsters with physical disabilities. In cooperation with the Association of Social Needs schools for Physically handicapped youngsters (VMT) four regional pilots have been started to monitor successful guidance to the labour market and to improve and transfer this knowledge to other SN schools. Guiding disabled young people to the labour market is a difficult issue. The gap between SN schools for disabled pupils and getting a paid job is very wide for this particular group.

Link: <http://www.nsgk.nl/>

Name of Publication: **Facilitating Natural Supports: Assisting Lisa to Connect with Her Dreams**

Source: **J. C. Developmental Disabilities Centre, Developmental Disabilities Bulletin, Volume 25.1**, University of Alberta, Canada



Authors: **Nicholas J. Certo, Mellanie Lee, Denise Mautz**, San Francisco State University, San Francisco, California, USA

Lisa Markey, Pacific Diversified Services, San Rafael, California, USA

Lisa Toney, Kathleen Toney, San Rafael, California, USA, and **Kimberly A. Smalley**, San Francisco State University, San Francisco, California, USA

Date: **1997**

Language: **English**

Abstract

A growing set of data is emerging (Storey & Certo, 1996) which suggests the usefulness of natural supports (cf. Nisbet & Hagner, 1988) as a reliable form of assistance and personal relationships in work and community settings for individuals with severe disabilities. Relying on natural support relationships shifts the primary responsibility for supporting individuals with severe disabilities from paid professionals in special education, rehabilitation, or developmental disabilities, to typical support personnel found in the setting being accessed. This includes co-workers or managers who orient, train, and manage all employees in work settings; or individuals such as, clerks, attendants, or patrons, intrinsic to community recreation and service settings.

In order to assist practitioners in operationalizing natural support strategies, this paper presents a detailed case history describing how natural support relationships were facilitated in implementing personal life choices for a young woman with severe disabilities.

Link: <http://www.ualberta.ca/~jpdasddc/bulletin/articles/certo1997.html>

Name of Publication: ***The Present Level of Performance of What?***

Source: **Training and Technical Assistance Centre** at the College of William and Mary, Virginia, USA

Authors: **Tracy English**, Project Specialist

Date: **1997**

Language: **English**

Abstract

IDEA makes clear the mandate that transition planning be based on present levels of performance (PLP) as well as on a student's needs, preferences and interests. However, because school professionals typically view the school's role as an academic one, PLP sections of the IEP are often comprised of reading, math and ability levels.

Link: <http://www.wm.edu/TTAC/articles/transition/what.html>

Further References

Name of Publication: *Career Development for Exceptional Individuals* (CDEI).

Author: *Halpern, A.S.*

Date: *1994*

This publication is the official journal of the Division on career development and Transition (DCDT) and is published twice a year. This publication is distributed only to members of DCDT.



1996

Name of Publication: ***Person Centred Planning***

Source: **Region XIII Education Service Center, Texas University Affiliated Program, Austin, Texas, USA**

Date: **August 1996**

Language: **English**

Abstract

What is Person Centered Planning? - Person centered planning is a problem solving and community building process whereby a group of people working together help a student plan for and reach dreams for a positive future.

Why have a Person Centered Plan? - Everyone needs help from time to time with problems or issues that they can't solve alone. People with special needs have traditionally been left out of ordinary school and community life and often have few people to call on when they need help.

What are the benefits of Person Centered Planning? - Person Centered Planning provides real solutions to help students meet their needs. This may include a job, a place to live after graduation, finding friends to hang out with, etc.

Person Centered Planning give the student with a disability a chance to be included in a true personal experience. Person Centered Planning is not a social club, but a real, ongoing, struggling way of dealing with life.

Person Centered Planning is not a program. It is a process of finding out real wants and needs and figuring out how to find solutions to real problems. Person Centered Planning is an active plan with timelines.

Link: <http://www.esc13.net/>

Name of Article: ***Transition planning: process or procedure?***

Name of Publication: **British Journal of Special Education**, Volume 23: Issue 3

Source: **British Journal of Special Education** (published by the Blackwell Publishing House)

Authors: **David Wood and Steve Trickey**

Date: **September 1996**

Language: **English**

ISSN: Print ISSN: **0952-3383**, Online ISSN: **1467-8578**

Abstract

David Wood, Educational Psychologist with the Lancashire educational Psychology service, and Steve Trickey, Educational Psychologist with the Clackmannanhire Educational Psychological Service, examine the implications of the Code of Practice for the 14+ review and the Transition process. Adopting the emphasis given in the Code to personal, special and Independent living skills, the extent to which a balance can be obtained between process and procedure is explored.

Link: <http://www.blackwellpublishing.com/>



Name of Article: ***Are Individual Education Plans a waste of paper?***

Name of Publication: **British Journal of Special Education**, Volume 23: Issue 3

Source: **British Journal of Special Education** (published by the Blackwell Publishing House)

Author: **Paul Cooper**

Date: **September 1996**

Language: **English**

ISSN: Print ISSN: **0952-3383**, Online ISSN: **1467-8578**

Abstract

Paul Cooper, lecturer in Education (Emotional and Behavioural Difficulties) and Director of Research, University of Cambridge, Institute of Education, considers the nature and origins of Individual Educational Plans (IEPs) and some of the key issues of concern and debate surrounding them in their implementation. Emergent areas of concern are: the types of learning needs that are addressed in IEPs; the involvement of students and parents in the development of IEPs; and problems relating to implementation. Research findings suggest that the degree of care that is taken in the construction, implementation and evaluation of IEPs determines whether the resultant document is a valuable tool in facilitating educational progress or simply another paper exercise.

Link: <http://www.blackwellpublishing.com/>

1995

Name of Publication: ***Transition: Justification and importance of its implementation as a process***

Source: **Centre of Educational Research, University of Puerto Rico, Faculty of Education**, Puerto Rico

Author: **Ana Miró**, M.A.

Date: **1995**

Language: **Spanish**

Abstract

Researchers in the field of transition from school to work raise that young people with special needs education are not socially integrated, due to the fact they don't receive the needed daily life skills during their education (Byrne, Constant & Moore, 1992). In fact, less than 50% of young people with special needs education find a job when they leave the school. In 1983, the American Commission on Civil Rights found that 50 to 70% of young people with special needs education are unemployed after leaving school (Edgar, 1987).

Link: <http://www.rrp.upr.edu/>



1994

Name of Publication: ***Secondary to Postsecondary Education Transition Planning for Students with Learning Disabilities***

Source: **Learning Disabilities Online, National Joint Committee on Learning Disabilities, USA**

Date: **January 1994**

Language: **English**

Abstract

For many students with learning disabilities, participation in postsecondary education is appropriate. However, to achieve this goal, comprehensive transition planning is essential. The primary objective of this planning is to help the student select, access, and succeed in a postsecondary education program.

This planning involves contributions from four groups: the student, parent(s), and secondary and postsecondary education professionals. The result of effective transition from a secondary to a postsecondary education program is a student with a learning disability who is confident, independent, self-directed, and in actual pursuit of career goals. A student with a learning disability can succeed in the transition from secondary to postsecondary education settings if the student, parents, and professional personnel work together to design and implement effective transition plans.

Link: <http://www.ldonline.org/njclld/secondary.html>

1992

Name of publication: ***Finding a Way Toward Everyday Lives. The contribution of Person Centred Planning***

Author/Editor: **John O'Brien, Herbert Lovett**

Source: **Pennsylvania Office of Mental Retardation, Harrisburg, Pennsylvania**

Date: **1992**

Language: **English**

ISBN: -

Abstract

On 20-30 June 2002, the Pennsylvania Department of Public Welfare, Office of Mental Retardation sponsored a conference that gathered people experienced in various approaches to person centred planning and advocates and administrators interested in learning more about person centered planning. The conference, which was coordinated by Pennsylvania Association of Resources for People with Mental Retardation (PAR), provided information for this booklet.

Link: <http://thechp.syr.edu/everyday.pdf>



EXAMPLES OF ITP

Name: **Sample ITP** (Michigan, US)

Source: **Equity and Excellence in Education, Oakland Schools**

Language: **English**

Link:

<http://www.oakland.k12.mi.us/resources/specialeducation/transition/Sample%20Transition%20Plan.pdf>

Name: **IEP - Individual Transition Plan** (California, US)

Source: **1EdWeb.com**

Language: **English**

Link:

<http://www.1edweb.com/templates/yolo%20County/yolo%209-11-02/english/pdf/Yolo%20Transition%20Plan%20pdf.pdf>

Name: **Individual Transition Plan: IEP Statement of Needed Transition Services**

Source: **Sonoma Country SELPA, California, Hacienda La Puente; Unified School District**

Language: **English**

Link: <http://www.sonoma.k12.ca.us/selpa/docs/selpa31.pdf>

Name: **Individual Transition Plan, Guide to IEP**

Source: **Tuscon Unified School District - Special Education (TUSD SPED) 3, Arizona, USA, 2002**

Language: **English, Spanish**

Link: to the general/ original document:

http://edweb.tusd.k12.az.us/exced/NewForms/d_all_forms.htm

Name: **Norwegian Individual Educational Plan**

Source: **European Agency for Development in Special Needs Education**

Language: **English**

Link: http://www.european-agency.org/transit/add_info/norway/attachments/doc2.doc

Name: **Danish Individual Educational Programme**

Source: **European Agency for Development in Special Needs Education**

Language: **English**

Link: http://www.european-agency.org/transit/add_info/denmark/attachments/doc3.doc