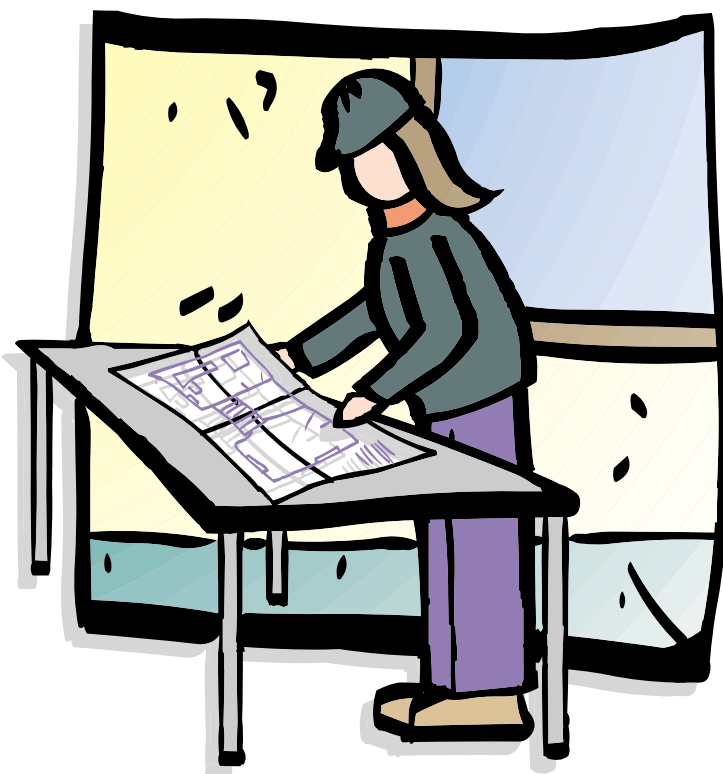




# Resource for the Transition of Students with Exceptionalities From School to Work or Post Secondary Education and Adult Life



New  Nouveau  
**Brunswick**

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EDUCATIONAL PROGRAMS AND SERVICES BRANCH  
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# Table of Contents

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Table of Contents . . . . . 2

Acknowledgements. . . . . 4

Rationale and Background Information . . . . . 6

The Transition Planning Process . . . . . 10

Screening Tool . . . . . 12

Forms . . . . . 16

Supporting the Transition Process . . . . . 30

Appendices. . . . . 36

Bibliography . . . . . 50



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## Rationale and Background Information

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The Department of Education recognizes that the issues affecting the transition of students with exceptional needs from school to the workplace or to post-secondary education and adult life are extremely important ones. Students with exceptional needs, as defined by the *Education Act*, are those students who have been identified by qualified personnel as having behavioural, communicational, intellectual, physical, perceptual, or multiple exceptionalities which contribute to delayed educational development.

We have made significant progress within the school system toward inclusion. However, transition of these students from our system has not always been as successful as we would wish. In recognizing this challenge, the Department of Education, with partners from the community, has developed this document.

### Definition

Transition implies change. For school-aged children, the most important transition milestones occur when they enter school, between the elementary and middle school levels, and between high school and life after leaving high school. Whether or not students will immediately enter the workforce or go to post-secondary studies, a careful planning process must take place. This planning is markedly more significant for students with exceptional needs.

In the past, educators and community stakeholders did not share the vision for a continuum of service for students with exceptional needs. Educators felt that their responsibility to students with exceptionalities ended upon graduation and, therefore, were not generally involved in planning for the futures of these students after graduation.

Effective transition planning, however, takes into consideration the many facets of the life of a student with exceptional needs, including education, community participation, skills for independent living, social awareness, and employment, with a long-range vision. It is important for educators to develop linkages and raise awareness with community groups, businesses, and post-secondary institutions in order that the student with exceptional needs develop his or her full potential as a participating member of society. Effective planning shares the vision and goals of the student with exceptional needs and his or her parents with all those service providers who are able to assist in the fulfilment of that vision and those goals.

### Direction

A variety of models of transition are currently available in the literature and were considered and collated to produce a workable model that would be effective in the schools of New Brunswick.

In developing an effective transition model, three main concepts were used to guide the direction of this resource document. These were the concepts of inclusion, continuity and collaboration, and ongoing education. (See Appendix F)

Inclusionary transition planning assures that transition programs, activities, and strategies must be inclusive and must promote the inclusion of youth with exceptional needs within the economic life of our province. Continuity and collaboration in transition programming expects that the programming will be continuous and that there will be effective communication and sharing of ideas and responsibilities among those involved in the planning process. Ongoing education

assumes that successful transitions will require a widespread awareness of the issues and challenges facing youth with exceptional needs when they leave high school.

Individuals and organizations that are involved with promoting transition must be equipped with the knowledge and understanding required to effectively participate in the transition process.

*Adapted from the New Brunswick Community/Government Working Group On School to Work Transition for Youth with Disabilities: Final Report, August 1996.*

## Foundation

The *Comprehensive and Developmental Guidance and Counselling Program* is considered the cornerstone of the transition-planning process. This program is currently in use in New Brunswick schools and is inclusive by nature. Guidance and counselling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by school counsellors with the support of teachers, administrators, students, and parents. The program is designed to address the needs of *all* students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational experience.

The *Personal Development and Career Planning Curriculum* has three broad components. **Personal Development** involves outcomes that enable the learner to explore his or her specific personality traits and skills, to take personal responsibility for his or her behaviour, to develop positive self-esteem and to learn how to communicate effectively with others. **Lifelong Learning** helps learners to understand their unique learning style, and to develop lifelong learning and time management skills to assume personal responsibility and self-direction.



**Career Exploration and Planning** helps students to translate personal traits and skills into occupational terms and to blend their work role with other life roles to develop a healthy lifestyle. Students learn about the structural relationships among occupations and how to engage in career planning, using goal-setting and problem-solving strategies.

*Linking to the Future, New Brunswick's Career and Education Planning Portfolio* provides all students with an opportunity to design and record a career and educational plan. A portfolio is a carefully organized collection of evidence that illustrates one's skills, abilities, and talents and also reflects the individual's personality and temperament. Compiling a portfolio helps students to identify, select, and organize evidence of knowledge and skills that will assist them in their transition from school. This portfolio supports the premise that learning is a lifelong process. This tool is designed to assist all students in planning for their futures and in identifying and mastering the skills they need to succeed in the workforce or in post-secondary learning and training. The portfolio is intended to be updated by students under the mentorship of parents, teachers, and counsellors.

In addition to the work with the portfolio, teachers have an *Employability Skills Teachers' Handbook* that is based on the Conference Board of Canada's Employability Skills Profile. The handbook outlines various programs, activities, and units that provide teachers with ideas for helping to successfully prepare all students for the workplace.

Shared responsibility, empowerment of individuals and families in the transition process, and community involvement become the guiding principles of the planning process.

## Transition and the Special Education Plan

The development of a Special Education Plan (SEP) is an integral facet of the inclusion of students with exceptional needs into the regular educational system. Through the collective and collaborative development of this plan by the students, parents, educators, and other relevant individuals, the student's strengths and needs are identified as are overall educational goals and objectives. The efficacy and appropriateness of stipulated methods and strategies used to address these strengths, needs, and objectives are reviewed regularly. Usually social or behavioural aspects are included in the development of the SEP. However, the plan often is specific only to the school setting. With the introduction of transition planning, the vision for the future of the student and his or her family and the goals and objectives related to this vision are to be incorporated. Not only will educational goals be identified, but also included will be those goals related to such topics as employment, independent living, recreation and leisure, and social relationships. Strategies to attain these goals are to be generated with a view to the student becoming a successful, productive member of his or her community. Toward the latter part of high school, transition planning will include the identification of services and supports needed for the student to participate in the workplace or at post-secondary institutions. The shift is toward a collaborative approach which includes the student, the family, and the community or post-secondary institution in the planning process.





## The Transition-Planning Process

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Specific transition planning will occur for students identified by the school-based team. These are students who have received long-term intervention, have an exceptional need, or appear to be unlikely to make a successful transition from school to future life, that is, post-secondary institutions, the workplace and/or adult life. One member of the team will take a leadership role in the development of the transition plan, but it will be expected that a variety of people, including teachers, students, parents or guardians, friends, community groups, and significant others, will have responsibility for various aspects or goals of the plan. Parents can take a leadership role here as well, depending on the nature of the planning. ***Not all students will require comprehensive planning.*** This will depend on the nature and extent of the student's disability.

Transition planning for life after graduation must begin by the spring of grade eight. Transition planning needs to be future-focussed, identifying a vision for the future and having strategies that work toward the achievement of that vision. In doing so, planning will identify goals and objectives, time lines, roles, and responsibilities for members of the transition team. Transition planning assumes that an established school-based team will initiate the planning process. As the transition plan is developed over time, those involved with the planning will change as goals and objectives change. As the student approaches graduation, those involved with the transition planning will include outside agencies, community activity organizers, post-secondary institutions, and other sources that could provide support for the student as he or she moves into adult life. It is imperative to involve agencies and the community prior to school leaving to ease the transition process. Transition planning must identify a continuum of activities and services from which choices

can be made, depending on the student's vision for the future and the significance of his or her disability. The starting point for the student's transition plan, beginning in grade six, will be the *Linking to the Future: Career and Educational Planning Portfolio*. Initially the transition planning will have a broad focus, but, through the graduation years, the focus will be more specific to courses and strategies to assist the student to fulfil his or her vision for the future. The planning process will work toward facilitating self-determination, self-advocacy, and independent-living skills, and toward developing natural supports for the student in his or her future environment.

Transition planning, beginning in grade six with the *Linking to the Future: Career and Educational Planning Portfolio*, will begin to provide a focus for the Special Education Plan. Transition planning is intended to be student-centred and future-focussed. Planning will begin with a long-term vision of the student for his or her adult life. Strengths and weaknesses will be identified, with emphasis on the positive view of the student.

Planning will identify key areas and support areas to be discussed during the planning process. Depending on the needs of the student, the planning is to be tailored to individualize the process. Flexibility is to be built in so that those involved in the planning will choose the key areas most applicable to each student. Within each of these key areas, long-term and short-term goals and objectives will need to be identified, responsibility assigned to various people involved in the transition planning, and time frames developed for each of the objectives. Transition planning will need to be reviewed at the beginning of each year, with more frequent and concentrated review in grades 11 and 12.

## The suggested key areas for discussion in the development of transition planning are as follows:

**Current School Program:** This will be the educational component of planning. It will take a look at the student's current school program in light of the student's vision for the future. Course selections, resource support, classroom accommodations, content modifications, or individualization will be considered.

**Post-secondary:** For those students who choose this alternative, this key area will consider developing skills for applying to a post-secondary institution, considering course selection, attaining transcripts, working with guidance counsellors, preparing for information requested by student services departments at post-secondary institutions, and choosing appropriate campuses.

**Co/extracurricular Activities:** This key area will identify activities in which the student is currently involved or those that may be looked at to assist in developing skills for the future.

**Employment:** This key area will be linked with the guidance program and address the need for the student to look at potential career areas through the completion of the outcomes in the *Personal Development and Career Planning Curriculum*, through the development of the *Linking to the Future: Career and Educational Planning Portfolio*, and through participation in career days and the *Take Your Kids to Work Program: Post Secondary Days*, as well as other work-related programs.

**Personal Management:** This key area will look at the development of skills for independent living, such as social skills awareness, peer relationships, living arrangements, banking skills, voting, etc.

**Leisure and Recreation:** This key area will address the development of a social life as an adult, and will look at community clubs and activities, and hobbies.

**Health/Safety/Transportation:** This key area will consider plans for ensuring that the provision of health and safety needs are addressed, as are plans for the mode of transportation to and from post-secondary institutions or the workplace, if necessary.

## The following are support areas crucial to the discussion of transition:

**Community Resources:** This support area will identify advocacy groups and other community clubs, groups, or teams that will be required to support the exceptional student in the future.

**Funding/Support:** This support area will consider developing skills related to researching funding sources, such as scholarships, bursaries, grants, etc.

**Inter-agency Linkages/Services:** This support area will identify the services needed and will explore the service resources available in either the local area or at a post-secondary institution.

## Screening Tool

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This guide has been designed to assist members of school-based teams to identify students who may require more extensive transition planning, in addition to and beyond the *Linking to the Future: Career and Educational Planning Portfolio*. Pertinent parts of the transition planning should be included in the *Linking to the Future: Career and Educational Planning Portfolio*. Members of the school-based teams may wish to use the guide or parts of it in the planning process for students from middle school to high school. The school-based teams will assign a leader or facilitator. It is understood that the planning is the shared responsibility of all those involved in the planning process, including the student, educators, parents or guardians, friends, services agencies, etc., and should reflect a shared vision.



### **Not all students will require all areas to be addressed.**

This is a guide, and as such there will be variations in use, depending upon the circumstances.

In an attempt to ensure that students are successful in making the transition from school to work or post-secondary education and adult life, initially a review of the student's current situation will be required in order to identify services that will assist in this endeavour. Ultimately this will allow for a more successful transition from high school to future life.

***Please note that, after having completed this general checklist, there may be only one or two key or support areas that require further attention.***

## I STUDENTS WHO MAY REQUIRE MORE FOCUSSED TRANSITION PLANNING:

- students who have had, as a result of long term educational planning, individualization of their educational program
- students who have had, as a result of long-term educational planning, accommodations for their regular education program
- students who have had, as a result of long-term educational planning, modifications to their educational program
- students who have required the significant support of resource, guidance and/or administration through their high school years

## II REVIEW OF CURRENT TRANSITION PLANNING

### Linking to the Future: Career and Educational Portfolio

The portfolio should contain adequate information and documentation to allow the student to plan his or her career path. Furthermore, it should show demonstrated exploration of the student's vision or dream for the future.

- Does the student have a dream and is it documented in the *Linking to the Future: Career and Educational Portfolio*?

- Has the student completed an activity or activities related to using imagination to dream about the future?
- Has the student completed an activity or activities related to his or her prediction of where and what he or she will be in 10 years time?
- Has the student completed personal exploration inventories?
- Has the student completed the following and recorded them in the *Linking to the Future: Career and Educational Planning Portfolio*?
  - established and recorded educational goals
  - completed a study skills self-assessment checklist
  - completed a learning styles inventory
  - completed a multiple intelligence self-assessment
  - recorded educational achievements
  - completed a Year in Review for each middle school year
  - demonstrated an understanding of how educational skills relate to career goals
  - demonstrated an understanding of how personal and social skills relate to career goals
  - completed the career-exploration component of the middle school program
  - completed *Career Futures/CHOICES*
  - Is more exploration needed?

### III IDENTIFY AREAS REQUIRING FURTHER INVESTIGATION AND PLANNING.

- Current School Program
- Post-Secondary
- Intra/Extracurricular Activities
- Employment
- Personal Management
- Leisure & Recreation
- Community Resources
- Funding/Support
- Health/Safety/Transportation
- Inter-agency Linkages/Services

### IV WHAT KINDS OF PLANNING ASSISTANCE ARE REQUIRED AND WHO SHOULD BE INVOLVED?

- Person-centred Planning meeting(s) (see Appendix B)
- Meeting(s) with a guidance counsellor
- Meeting(s) with a resource teacher
- Meeting(s) with the appropriate APSEA consultant
- Case conference(s)
- Contact(s) with a speech/language pathologist, occupational therapist, physio therapist, social worker, psychologist, etc.
- Meeting(s) with parent/guardian
- Other:

### Comments:

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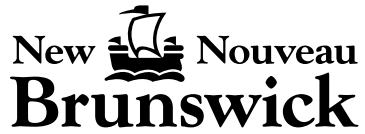
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## TRANSITION PLANNING SUMMARY (Sample)

Facilitator: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Meeting Dates: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Participants: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's Vision/Dream: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Parent's (Guardian's) Vision/Dream:

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Student Gifts /Talents/Interests:

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Areas Needing Attention:

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The following sections have been addressed in this plan:

- |   |   |
|---|---|
| <input type="checkbox"/> Current School Program           | <input type="checkbox"/> Post-Secondary                 |
| <input type="checkbox"/> Intra/Extracurricular Activities | <input type="checkbox"/> Employment                     |
| <input type="checkbox"/> Personal Management              | <input type="checkbox"/> Leisure & Recreation           |
| <input type="checkbox"/> Community Resources              | <input type="checkbox"/> Funding/Support                |
| <input type="checkbox"/> Health/Safety/Transportation     | <input type="checkbox"/> Inter-agency Linkages/Services |

*(Each section should contain a planning sheet for that area.)*

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Key/Support Area: \_\_\_\_\_

Goals/ Objectives: (should be related to the dream): \_\_\_\_\_

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Talents: \_\_\_\_\_

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Needs/Accommodations: \_\_\_\_\_

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# 1.

## Current School Program

This is the educational component of the planning process. The student's current school program should be addressed in light of the student's vision for the future. Course selections, resource support, classroom accommodations, content modifications, and other relevant issues need to be considered. (See Appendix A. )

- Is the student identifying academic areas of interest related to his or her dream for the future?
- Is the student enrolled in courses that will give him or her the opportunities to move toward his or her dream?
- Does the student require additional support to succeed academically?
- Is the student moving toward independence?
- Is the student developing specific academic skills to realize his or her dreams?
- Is the student aware of the necessary learning strategies for success?
- Is the student developing knowledge of the use of technology appropriate for his or her disability?
- Is the student in need of a reduced course load in order to be successful?
- Is there a need for the student to have knowledge of correspondence or on-line courses and/or summer schools that are available?

**Comments:**

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## 2.

### Post-secondary:

This key area considers developing skills or exploring areas related to applying to a post-secondary institution, including course selection, requesting transcripts, working with guidance counsellors, preparing for information required by student services departments at post-secondary institutions, and choosing appropriate campuses.

- Will the student require documentation identifying the modifications made to his or her current program to be forwarded to post-secondary institutions?
- Will the student require documentation identifying the accommodations given to support him or her in the current program to be forwarded to post-secondary institutions?
- Will the student require assistance in researching post-secondary institutions to ascertain commitment to making accommodations for his or her particular disability?
- Does the student have a good match between high school courses and career aspirations or training prerequisites?
- Is the student developing the skills necessary to enable him or her to approach the faculty or student services department of a post-secondary institution and articulate the nature of his or her disability and the accommodations or services required to address his or her needs?
- Is the student developing time management, organization, study skills, or note taking?
- Is the student aware of restrictions that may apply to scholarship or student loan applications (minimum course load)?
- Is the student exploring his or her technological needs and services for post-secondary studies and/or the Canada Study Grants for Students with Disabilities?
- Is there a need for current (within 2-3 years) assessment or related documentation for access to post-secondary services?
- Is the student developing a resumé and references for documentation in the *Linking to the Future: Career and Educational Planning Portfolio*?
- Is the student exploring post-secondary/career information sessions or camps and documenting these in the *Linking to the Future: Career and Educational Planning Portfolio*?
- Does the student need to arrange a campus visitation?

Comments:

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## 4.

### Employment:

This key area is linked with the career education strand of the *Personal Development and Career-planning Curriculum*. It addresses the need for the student to look at potential career areas through the development of the *Linking to the Future: Career and Educational Portfolio*, participation in career days, and the *Take Your Kids to Work Program: Post Secondary Days*, as well as other career-oriented activities.

- Is the student continuing to develop his or her “*Linking to the Future: Career and Educational Portfolio*”?
- Is the student participating in the “*Take Our Kids to Work Program*”?
- Is the student continuing to participate in class activities related to the **Personal Development and Career Planning Curriculum**?
- Has the student identified or is the student taking part in activities that address career-and job-awareness exploration experiences, and are they documented in the *Linking to the Future: Career and Educational Planning Portfolio*?
- Is the student involved in volunteer, part-time, or summer employment? If so, is this documented in the *Linking to the Future: Career and Educational Planning Portfolio*?
- Is the student developing a resumé and recording the names and addresses of references in the *Linking to the Future: Career and Educational Planning Portfolio*?
- Is the student involved in work-based experiential programs, such as Co-op or Youth Apprenticeship?
- Are the student and his or her parents exploring the supports that would be required in the workplace?
- Is the student being mentored, or does he or she have assistance in volunteering in job and/or career interest areas?

Comments:

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## 5.

### Personal Management:

This key area looks at the development of skills required for adult life, such as social skills awareness, peer relationships, living arrangements, banking skills, budgeting, voting, etc. ***It is expected that the student's family will have the major responsibility for this area.***

Evaluate those activities that are performed on a regular basis.

- Is the student acquiring the knowledge and skills for planning and preparing a nutritional meal?
- Is the student acquiring the knowledge and skills to manage proper care of his or her clothing?
- Is the student acquiring the knowledge and skills to manage his or her financial affairs?
- Is the student acquiring the knowledge and skills to maintain a residence room, an apartment, or home independently?
- Is the student developing an awareness of, and an ability to make arrangements for, accommodations related to his or her disability?
- Is the student acquiring knowledge of and developing skills for personal grooming?
- Is the student acquiring knowledge of and developing skills regarding social relationships?
- Does the student and/or parent or guardian need assistance in locating community resources regarding appropriate housing?
- Is the student, parent or guardian investigating the technical equipment he or she will need for independent living?

**Comments:**

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6.

**Leisure and Recreation:**

This key area addresses the development of a social life as an adult and will emphasize community clubs, activities, and hobbies. ***It is expected that the student's family will have the major responsibility for this area.***

- Is the student currently involved in any clubs, groups, or associations within the community?
- Is the student documenting these activities in the *Linking to the Future: Career and Educational Planning Portfolio*?
- Does the student communicate his or her likes/dislikes with regard to the community activities in which he or she is involved?
- Is there an activity or club in the community that the student would like to be involved in?
- Does the student have a circle of friends in the community?
- Is there anything further needed to assist the student in becoming aware of and involved in activities in the community?

**Comments:**

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7.

## Health/Safety/Transportation:

This key area considers plans for ensuring that the provision of health and safety needs are addressed, as are plans for mode of transportation. ***It is expected that the student's family will have the major responsibility for this area.***

- Are the student and/or the parent(s)/guardian(s) aware of the modes and availability of transportation that will be necessary for the student?
- Are the student and/or the parent(s)/guardian(s) aware of the procedures necessary to obtain a driver's license?
- Is the student developing the skills necessary to use a public transportation system?
- Are the student and/or the parent(s)/guardian(s) familiar with transportation available for people with disabilities, for example Handibus?
- Is the student developing skills for making arrangements for accommodations to his or her place of residence to ensure convenience and safety?
- Is the student developing skills for making arrangements for adaptations to his or her workplace to ensure convenience and safety?
- Is the student developing skills to manage medical needs: first aid, minor illness, obtaining doctor's care, managing medication instructions, awareness of drug interactions, caring for chronic health problems, obtaining a medical card, registering for medical alert, registering for a medical plan?
- Is the student developing safety awareness in the community?
- Is the student developing orientation and mobility skills?

Comments:

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## 9.

### Funding/Support:

This support area considers developing skills related to researching funding sources, investigating scholarships, bursaries, loans, awards, Canada Studies Grant, Training and Employment Support Services, or Youth Futures funding, among others.

- Are the student and/or the parent(s)/guardian(s) developing skills regarding budget formation and management, and the predicting and tracking of expenses related to loans or support payments?
- Are the student and/or the parent(s)/guardian(s) developing a familiarity with the Department of Family and Community Services, the Department of Health and Wellness, and the Department of Training and Employment Development services and youth summer programs?
- Are the student and/or parent/guardian developing a familiarity with application procedures for scholarships or bursaries?
- Are the student or parent(s)/guardian(s) developing a familiarity with application procedures for student loans, employment insurance, disability pension, or other support funds?
- Are the student and/or the parent(s)/guardian(s) developing an awareness of possible tax deductions related to his or her disability?
- Are the student and/or the parent(s)/guardian(s) developing an awareness of the financial considerations available through various public and private agencies (e.g., bus pass for public transportation)?

**Comments:**

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# 10.

## Inter-agency Linkages/Services:

This support area will identify the services required, and explores the service resources available either in the local area, or at a post-secondary institution.

- Are the student and/or parent(s)/guardian(s) investigating or initiating contact with the Co-ordinator of Services for the Disabled, or the Student Services Department at the post-secondary institution that the student is interested in attending?
- Is the student in need of career counselling or other services from *Training and Employment Support Services (TESS)*, or the *Department of Training and Employment Development*?
- Are the student and/or the parent(s)/guardian(s) contacting advocacy groups in the local community that may be of assistance?
- Are the student and/or the parent(s)/guardian(s) identifying the agencies that may provide assistance in reaching the student's personal goals as an adult?
- Are the student and/or the parent(s)/guardian(s) contacting **The Premier's Council on the Status of Disabled Persons** and exploring the resources and services available?

Comments:

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### Developing Community Support for Successful Transitions

Successful transitions will require a community awareness of the issues and challenges facing youth with disabilities when they leave high schools. For this reason it is important that the community as a whole take an active part in promoting awareness of these issues. Educators and community members alike can work together to organize and promote awareness programs or seminars, provide publicity, and work with each other to facilitate the inclusion of students with exceptionalities in their environments.

One suggestion to further this collaboration would be the establishment of regional collaborative teams to address the issues related to the transition of youth with disabilities into community work placement or to post-secondary opportunities. The teams ideally would comprise members from the local school district, community resource centres, local businesses, local post-secondary institutions, and local advocacy groups. One of the major goals of such a team would be to develop a community resource manual to create awareness of the options, opportunities, and services available to youth with disabilities in the local community. Another suggested goal would be to create educational opportunities for the local community to raise awareness and to provide suggestions for including youth and adults in business and leisure community activities.

With the establishment of collaborative teams at both the school and the local level, a problem-solving approach is made possible. At the school level, individuals and their

families, as well as friends or professionals who can be of assistance in helping the youth to realize their visions, are included in the process. Using a broader perspective, the community team would aim to co-ordinate awareness efforts in the community by working together toward common goals.

### Practical Strategies for Transition to Post-secondary Learning Opportunities

**Parents** play an important role in helping their children to prepare for attendance at post-secondary institutions. By starting early to keep records and to monitor their child's progress, parents can provide guidance to their child and important information to the post-secondary institutions. The following are some suggestions parents may want to consider:

1. Start transition planning early in your child's high school years.
2. Get as much information as possible so that you are able to make a well-informed decision about your child's education.
3. Encourage your child to begin taking responsibility for his or her educational needs. Be there to assist when needed.
4. Make plans to have updated documentation on your child's disability to verify the student's eligibility and need for reasonable accommodations at the post-secondary institution he or she plans to attend.
5. Keep accurate records. A file might include such things as psychoeducational reports, report cards, SEPs, letters of recommendation, awards, or certificates.

Document all agreements, changes to programs, phone calls, or other pertinent information regarding your child's schooling.

6. Start financial planning for post-secondary education early.
7. Monitor your child's progress and use tutors as soon as they are needed.
8. Remember that transition is a "process." It does not happen overnight - it happens over a number of years.
9. Include your child in the transition process from the beginning.
10. Be vigilant to make sure that your child is taking courses at a level that will allow him or her to apply to post-secondary institutions. In New Brunswick this is Level 2 for example, Math 10-2, 11-2, and 12-2 and English 10-2, 11-2, and 12-2.

It is important for **students** to reach an understanding of their exceptionalities and thus to acquire the knowledge of the skills and strategies they will need in order to overcome their difficulties in a post-secondary setting. The following are some helpful suggestions:

1. Acquire skills in computer literacy such as word processing and use of the Internet.
2. Learn as much as you can about the nature of your disability.
3. Learn and practise advocating for yourself. Be clear on what you need and learn how to ask for it. It is your right to receive help.
4. Develop interests outside of school, such as sports, hobbies, part-time work, volunteer service, and other like activities.

5. Learn to manage your time. This skill is VITAL to success at both the post-secondary level and in the workplace.
6. Learn to set priorities. Do the most important things first. This is another vital skill for post-secondary and workplace success.
7. Be very careful in your choice of high school courses. Be sure you are taking courses at a level that will allow you to apply to post-secondary institutions. In New Brunswick this is Level 2. Seek assistance from your parents, teachers, and school guidance counsellors.
8. Start researching post-secondary institutions early. Find out whether or not they are supportive of students with disabilities. What services do they have to offer? Visit their support centre. Meet with the admissions office and ask questions. Get your application in EARLY.
9. Take an active part in transition planning.



**Teachers** can be a great asset to a student with exceptionalities in recognizing the potential of the student to be admitted to a post-secondary institution, and in supporting the student through the process. The following are some suggestions to consider:

1. Be sure students with exceptional needs are taking courses at a level that will allow them to apply to post-secondary institutions if appropriate. With appropriate accommodations and your support, many can succeed.
2. Assist students with exceptional needs to start researching post-secondary institutions early. Assist them in finding out whether or not the institution is supportive of students with disabilities.
3. Encourage students with exceptional needs to begin taking responsibility for their educational needs. Be there to assist when needed.
4. Assist students to arrange for updated documentation on their disabilities to verify their eligibility and need for reasonable accommodations at the post-secondary institutions they plan to attend.
5. Include the students in the transition process from the beginning.
6. Teach skills such as time management and test taking to prepare students for post-secondary studies.



# Keeping Track of Contacts

Agency	Contact Name	Address	Phone/Fax
Transition Planning Co-ordinator			
District School Program Personnel			
Work Experience/ CO-OP Teachers			
Department of Family & Community Services			
Department of Health & Wellness			
Medical Contacts			
Housing & Residential Services			
Employment			
Day Program Providers			
Post-Secondary Education Student Services Contact			
TED (Training & Employment Support Services/Youth Services)			
Recreation Services			
Transportation Provider			
Resource Information Provider			
Other Service Providers			

# Encouraging Teens to Think About Transition

(adapted from Lasting Gifts, 2000)

Teens need to think about the things that they would like to do in the future; teens with exceptionalities are no different. The following are some ideas for parents that will assist them in helping their child think about and plan for the future:

- Begin thinking about your teen's future in a holistic way that includes much more than just a work placement.
  - Help your teen to think about adult life, that is, interests, what matters, with whom friendships or other relationships might be, or how time would be spent.
  - Think of planning for the future as a process. Focus on accomplishing small steps towards a goal. Remember that once a decision is made, it doesn't mean that it can't be changed if things don't work out or if your child changes his or her mind.
  - Look at the "messages" about your teen's future that your child is receiving from all sources. Consider and develop the positive messages that you want understood.
  - Watch your teen to see what he or she loves to do and encourage your teen to develop this as a natural strength. Emphasize these strengths when you begin to consider employment options.
  - Encourage yourself to think beyond what you think is realistic for your teen's future life, so you won't leave out any options. You may be surprised.
  - Treat barriers as challenges that may cause you to try something new.
- Be very conscious of the skills your teen is demonstrating, for example, self-awareness skills, life skills, job skills. Help develop these skills even more. They can be a great source of support in future life.
  - Allow your child the opportunity to make mistakes. We all learn from our mistakes and become better people because of them. In learning to deal with mistakes in a positive way, your teen will be learning a very important skill necessary for his or her future ability to be independent.
  - Be a good role model and talk with your teen about the activities you are engaged in and find interesting and fun.
  - Encourage your teen to volunteer and gain work experience.
  - Listen to what your teen is telling you about his or her dreams for the future.

Teens with exceptionalities are like other teens in that they need your help and guidance to think about the possibilities for the future and to develop as much as possible towards independence.





# Appendices

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Appendix A . . . . . Supplemental Information on Modifications and Accommodations

Appendix B . . . . . Person-Centred Planning Process

Appendix C . . . . . Goals for Transition Planning (parent form)

Appendix D . . . . . Competency Identification: Personal Portfolio Approach

Appendix E . . . . . Grants and Loans

Appendix F . . . . . Excerpts from the **New Brunswick Community/Government Working Group on School to Work Transition for Youth with Disabilities: Final Report, 1996**

Appendix G . . . . . Contact Sites

### SUPPLEMENTAL INFORMATION ON MODIFICATIONS AND ACCOMMODATIONS

**Modification:** The term modified will apply to a program or course where the content and concepts of the program or course have been significantly simplified to allow for student success. The modification of the program or course requirements will take place when it becomes obvious that the student is experiencing sustained difficulty that can not be ameliorated by adjustments in teaching techniques or through other pedagogical efforts. In addition, the decision to designate a student's program or course as modified **must come after discussion among the student, parent(s) or guardian(s), and school, and be agreed to by all parties.**

**Accommodations:** A credit is not modified when a student requires specific accommodations such as (but not limited to) photocopied notes, taped novels, a scribe, adjustments to the number of assigned questions, different assessment strategies, etc., but is able, through the above adaptations to demonstrate an understanding of the concepts and content of the course.

The following is a list of possible accommodations. Accommodations are not limited to those included on this list; however, all accommodations should reflect the intent of those included on this list.

### COURSE/PROGRAM ACCOMMODATIONS

#### Memory Devices:

- Charts, tables, number lines
- Calculator
- Mnemonics
- Visual organizers, outlines, maps
- Tactile kinesthetic materials

#### Note Taking:

- Near rather than far point copying
- Verbal notes on tape
- Photocopied notes
- Student note taker
- Key words and phrases only
- Point form notes
- Word processor for notes
- Teacher's copy of notes provided

#### Written Language/Spelling:

- Access to computer with spell check
- Scribe
- Adjusted expectations for length of assignment
- Spelling errors overlooked in daily work or test situations

## Reading:

- Taped texts
- Taped novels
- Peer helper for reading
- Large print
- Written directions read to students

## Organization:

- Monitoring of student agenda
- Colour coding of notebooks
- Personal calendar/time-line assistance
- Breaking of long assignments into parts
- Organization mentor
- Individual/personal schedule
- Outline provided for all special projects
- Extra set of texts for home



## Testing/Evaluation:

- Scribe
- Small group
- Quiet alternate setting
- Adjusted test format (multiple choice, true/false, etc.) in lieu of essay
- Open book
- Access to computer
- Oral testing
- Practice tests provided or examples given on tests
- Provincial assessment accommodations (See provincial guidelines.)
- Blank visual organizers provided with test
- Frequent short quizzes in lieu of exams
- Extra time ( usually time and a half)
- Evaluation of daily work only
- Word choices provided for fill-in-the-blank questions

## Homework/Study:

- Test outline and preview provided
- Mentor
- In-school study program
- Reduced number of assigned questions
- Extra time for project completion

## Tutorial Assistance:

- Peer tutor
- Peer helper
- Noon-hour or after-school tutoring
- Mentoring

### PERSON-CENTRED PLANNING PROCESS

(adapted from Manitoba Transition Planning Support Guidelines) (1999)

### PRINCIPLES

Planning is what we do so we are approximately right instead of exactly wrong. As parents, family, friends, and professionals, we play an integral role in helping persons with disabilities realize desirable futures. We achieve positive futures when we focus on building and using the individual's gifts and strengths. The essential questions to ask are "Who is the person?" and "What community opportunities will enable this person to pursue his or her interests in a positive way?"

The term **person-centred planning** refers to a family of approaches that organize and guide community change in partnership with people with disabilities and their families and friends. The foundation of each approach is a common belief that we all have the same human need for security, belonging, recognition, achievement, and control over our lives. We view people with disabilities as persons first. Person-centred planning is shared problem solving and action that encourages people to try new things.

### OUTCOMES

The outcome of all person-centred planning is to define strategy or support that protects and promotes the following:

1. **Community Presence:** Sharing of ordinary places that define community, such as natural family homes,

neighbourhoods, schools, places of work, churches, businesses, associations.

2. **Community Participation:** Being part of a network of social relationships that include close friends, opportunity to participate in a variety of community environments, and assistance in supporting relationships.
3. **Competence:** Opportunity to perform functional and meaningful activities with whatever assistance and instruction are required, to develop expectations and a vision and to participate in activities.
4. **Choice:** Experiencing autonomy in small everyday matters and in large life-defining matters. Choice defines and expresses individual identity. It provides the opportunity to make decisions, to be treated as an individual, and to have friends/peers who can interpret preferences.
5. **Respect:** Being seen and valued as an individual, as well as belonging and having a valued role in community life through valued activities, opportunity, and interdependence.

### THE TOOLS

There are many person-centred planning tools designed to help individuals, organizations, and families figure out how to move into the future effectively and creatively. The purpose of the plan determines the best tool. Generally there are two purposes:

1. **Collecting of information**
2. **Developing a plan of action**

All processes are best undertaken with a process facilitator and a graphic facilitator who graphically presents the information provided by planning team participants.

**Personal Futures Planning** was developed by Beth Mount. The process consists of four parts and several meetings.

1. Finding capacities, including
  - history
  - relationships
  - places
  - choices
  - what works and what doesn't
2. Discovering a vision and a plan:
  - images of a desirable future
  - obstacles and opportunities
  - strategies
  - next steps
  - system changes
3. Building stronger supports together through positive change - fix, try, and reflect
4. Working for system change - specifying and working for changes in the service system

## MAPS

MAPS was developed by Marsha Forest and is based on *24-Hour Planning* by Karen Green McGowen.

1. **History:** The family or individual is given an opportunity to tell us what life has been like.
2. **What are the dreams?** The individual and those who love him or her are asked to give their dreams/visions of a future for the person.

3. **What is “the nightmare” or overriding issue?** What will happen if we don't work together to effect change or leave things as they are?
4. **Who is the person?** Brainstorming the group for words that describe the person - a portrait.
5. **What are the person's strengths, gifts, and talents?**
6. **What are the person's needs?**
7. **What is the plan of action?** What are the goals, steps, or supports to achieve them?

## Lifestyle Planning

Lifestyle Planning was developed by Nerina Robson and Tom Cain. It is based on *24-Hour Planning*. Five valued experiences form the basis of its outcomes:

- Sharing ordinary places
- Making choices
- Developing competencies
- Being respected and valued
- Growing in personal relationships

## Steps involve identifying

1. The overriding issue (if any)
2. The dream
3. Who is the person and what is his or her lifestyle
4. Strengths and needs
5. Goals
6. Supports required
7. Action planning



## Gathering Together

Gathering Together was developed by Susannah Joyce and consists of

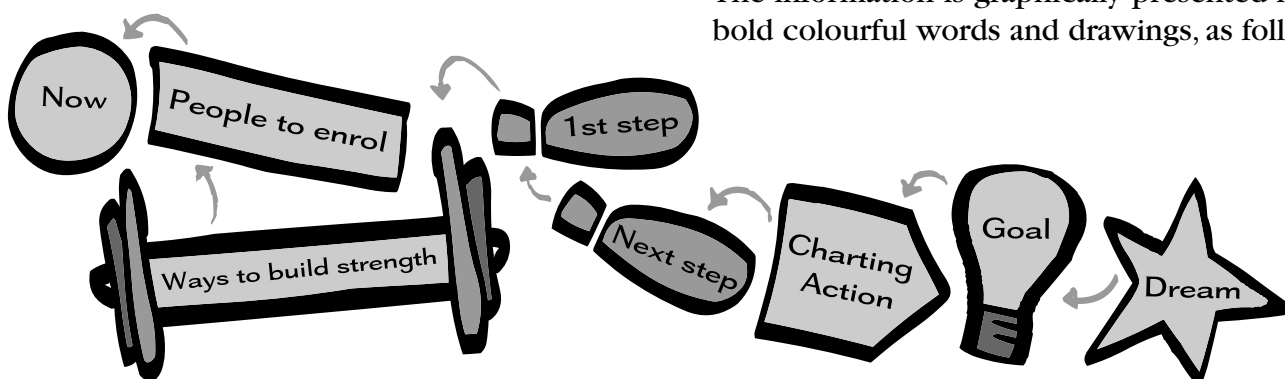
- History and background
- Current situation
- Visions for the future
- Setting goals and prioritizing
- Resources
- Obstacles
- Problem solving
- Plan for action
- Follow-up

## Frameworks for Accomplishment

Frameworks for Accomplishment are described under Person-Centred Planning Tools for Action Plans.

### Person-Centred Planning Tools for Action Plans

All the planning tools specified for gathering information are also useful for goal and action planning, but two are especially useful.



## Frameworks for Accomplishment

Frameworks for Accomplishment is a tool best used by agencies that want to determine if they are meeting an individual's need. It is a form of internal evaluation that emphasizes getting to know individuals and tailoring supports to better meet their existing needs.

## Planning Alternative Tomorrows with Hope (PATH)

PATH is a tool best used to plan action for moving people into a more positive and possible future. It is an eight-step process in thinking backwards:

1. Touching the dream/vision
2. Sensing the goal: focus for the next year
3. Grounding in the now: where am I/are we?
4. Identifying people to embark on the journey
5. Recognizing ways to build strength
6. Charting actions for the next few months
7. Planning the next month's work
8. Committing to the first step (next step)

PATH, as with other person-centred tools, requires a facilitator and a graphic recorder. The information is graphically presented in bold colourful words and drawings, as follows:

# PARTICIPATION AND PREPARATION IN PLANNING MEETINGS

The first step is to ensure that the student and parents understand the reasons for personal transition planning.

School personnel should work in conjunction with the student and parents to decide on other key players. Transition planning should involve anyone who is or will be a key participant in the student's personal plan. This would probably include (a) family and friends and (b) current and future personnel from school and other involved agencies. For instance, with a teenager planning for adulthood, adult agency staff might be invited. If the student cannot identify peers who are friends, the development of a "Circle of Friends" is recommended. The person who is the focus of planning and those who love the person are the primary authority on the person's life direction. (O'Brien and Lovett 1992 ).

The student and parents decide on the arrangements for the meeting. This includes identifying the following:

1. **The purpose of the meeting:** Is the meeting meant to gather information about the student and general goals, or is it meant to develop an action plan? Depending on the purpose, different planning strategies will be used.
2. **Competent facilitator(s):** There may be one or two facilitators. (With two, one leads the discussion, while the other records the information and decisions.) Facilitators should be able to involve all participants in a consensus-building process without imposing their own biases.

3. **Time and Place:** The meeting should be as welcoming, relaxed, and celebratory as possible. This can be achieved, in part, by choosing a time convenient for all and a site that is comfortable and large enough for the number of participants. Refreshments often contribute to a pleasant ambiance.
4. **Preparation:** Preparation is necessary for first-time participants in the planning process, particularly for the student and parents. It enables all to feel affirmed, that their input is important to the plan. Providing all with an outline of the process prior to the initial meeting allows for the common understanding of what will occur and helps participants feel comfortable expressing their dreams for the future. As the plans for a student unfolds, it is crucial that the parents and the student make informed choices. As such, preparation for the meeting may involve the parents and the student visiting a variety of agencies to better understand the options.



# APPENDIX C

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## GOALS FOR TRANSITION PLANNING

(Parent Form)

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Grade Placement: \_\_\_\_\_ School: \_\_\_\_\_

Our Main Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent's Statement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strengths \_\_\_\_\_ Challenges \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Goals for this Year: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Competency Identification - Personal Portfolio Approach

(Taken from “Classroom Behaviour Management” Manual - District 10)

This approach uses student-generated “needs webs” in the areas of Worth, Freedom, Fun, and Belonging to help identify strengths, competencies, and interests that may be used in developing interventions with the student. This approach is similar to Glasser’s conceptualization of need-fulfilling pictures that each individual possesses. A person’s inner world is filled with those pictures and possibilities that represent quality and value in the experience of the individual. This approach is utilized by the Pierre Cassie Centre in their in-depth assessments of students referred for an assessment through the Youth Treatment Program.

The following are the major need areas:

- A. **Worth** - This includes all activities, people, responsibilities, and things that provide us with a sense of personal achievement and accomplishment. It involves being recognized and respected by self and others in some daily activities and experiences.
- B. **Freedom** - This involves being able to choose for oneself. Appropriate choices for freedom and mobility are not harmful to self or others’ well-being. This may involve envisioning new possibilities for self and undertaking new activities.
- C. **Fun** - This is the need for enjoyment and is expressed through playing and learning activities that provide joy in the present experience.
- D. **Belonging** - This is the need for affiliation and closeness with family, peers, and other significant individuals. Belonging is demonstrated through attempts to interact with others, seek membership in groups, and secure support and affirmation from others.

A counsellor or counselling paraprofessional (i.e., behaviour aide/mentor) works with the student to help generate webs around each of the major need areas above. This provides a means for understanding both the needs and the motivations of the student. The webs can be discussed with the student to explore various themes in more depth and to elicit new associations. Explorations of the webs can also help prioritize interest areas and needs and often career aspirations.

These webs, as well as any undertakings generated from developing the webs (written materials, drawings or art work, photographs, computer creations, completed assignments, or mini projects), should be included in the *Linking to the Future: Career and Educational Planning Portfolio* that is provided to students from grade 6 through 12.

Information from the “needs webs” can be used to implement program recommendations as part of an Individual Behaviour Plan. This can be done either directly from the webs or by using a FOCUS Sheet (see attached) that identifies Strengths, Interests, Needs, and Strategies.

The FOCUS sheet and webs are then used to complete an Individual Growth and Development Plan. This plan includes four major components:

- A. **Expectations** - list of specific outcomes desired by the student
- B. **Indicators** - how will the student achieve these outcomes (expectations)
- C. **Resources** - personal support and materials needed to undertake the activities identified under indicators
- D. **Review** - dates for review of progress and record of completion

# Focus Plan

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_

Strengths: \_\_\_\_\_

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Interests: \_\_\_\_\_

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Needs: \_\_\_\_\_

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Strategies and Projects: \_\_\_\_\_

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### Canada Study Grants for Students with Permanent Disabilities

(formerly Special Opportunities Grants - SOGs)

Contact Person:

Student Financial Services  
Dept. of Education  
P.O. Box 6000  
Fredericton, N.B. E3B 5H1

This program provides funding up to \$5000 as a non-repayable grant for special services and equipment to post-secondary students with disabilities.

To be eligible students must be a recipient of a Canada Student Loan.

Eligible services include note taker, reader, interpreter, tutor, attendants, and specialized transportation to and from the educational institution.

Eligible equipment includes computers, software, scanners, brailers, etc.

To apply:

- Complete an application form.
- Provide proof of enrolment (Canada Student Loan Program Schedule 1 or 2).
- Provide a statement of disability.
- Provide a confirmation of need letter.
- Provide detailed cost estimates.

### Canada Student Loan Program (CSLP):

Permanent Disability Benefit:

If you are unable to repay your Canada Student Loan because of your disability, the federal government MAY pay it on your behalf. To be eligible you must have been permanently disabled at the time you received your first loan advance as a full-time or part-time student OR have become permanently disabled before the first day of the seventh month following completion of full-time studies.

The direction and principles for this document were developed from recommendations included in the *New Brunswick Community/Government Working Group On School To Work Transition for Youth with Disabilities: Final Report*.

**Inclusivity** in transition planning assures that transition policies, programs, and activities must be inclusive and must promote the inclusion of youth with disabilities within the economic life of our province. Transition policies and activities for people with disabilities must be, to the maximum extent possible, part of any broader transition activities for all youth. At the same time, however, specific barriers facing people with disabilities cannot be ignored. Wherever possible, establishing separate transition policies and activities for youth with disabilities should be avoided. Inclusivity also requires that activities which promote successful transition from school to work for youth with disabilities will lead to typical competitive work experiences. Inclusivity recognizes that people with disabilities may require ongoing support to maintain their involvement in competitive employment or self-employment.

The concept of **Continuity and Collaboration** implies that transition policies and activities will need a high degree of continuity and collaboration, as opposed to discontinuity and fragmentation. Since promoting successful transitions will involve a number of individuals and organizations (including schools, school districts, post-secondary institutions, business and labour, government and non-government agencies, individuals and families), transition policies and activities must ensure that all interested partners are encouraged to work and plan together to achieve successful transitions from school to work. In addition, transition policies

and activities must ensure that what happens at one stage in a process builds successfully on the previous stages.

The concept of **Ongoing Education** implies that successful transitions will require a widespread awareness of the issues and challenges facing youth with disabilities when they leave high school. Individuals and organizations that are involved with promoting transition must be equipped with the knowledge and understanding required to effectively participate in the transition process. This will be particularly important for individuals with disabilities and their families, as well as educators and other personnel employed by the school system. Ongoing education must promote positive attitudes toward and expectations of individuals with disabilities. (Final Report 1996, 6)

The principle of **Shared Responsibility** implies that the successful transition from school to work for youth with disabilities is a shared responsibility among individuals with disabilities, families, community, and government. Shared responsibility means, in part that resources are combined to maximize the opportunities available to youth before and after they leave high school. It also ensures that those involved in transition programs and activities have shared goals and overlapping and jointly owned responsibilities. A team approach is adopted and implemented to co-ordinate efforts to plan for successful transitions from school to work and to realize individual goals.

The principle of **Empowerment and Control** will maximize the control of youth with exceptionalities and their families over the decisions that effect them. The focus will be on individual strengths and gifts as a basis for planning employment and life in the community. This will facilitate independence

and interdependence, rather than long-term dependence on professionals and formal services. It will also recognize that transition from school to work is implemented in the context of the whole lifestyle that is envisioned by the individual, which includes consideration of personal, emotional, health, recreational, financial, and transportation goals and needs.

The principle of **Community** encourages that transition policies, programs, and activities shall be designed to enable youth with disabilities to be seen as valued and contributing members of their communities (and not to segregate people from their communities). The principle of Community encourages and facilitates the provision of “natural supports” for youth with disabilities if support is required. (Final Report 1996, 4)

## APPENDIX G

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### Contacts

#### Premier’s Council on the Status of Disabled Persons

King’s Place, Suite 648  
440 King Street  
Fredericton, N.B. E3B 5H8  
Phone: (800) 442-4412  
e-mail: pcsdp@gnb.ca  
website: [www.gnb.ca/0048/english/index.htm](http://www.gnb.ca/0048/english/index.htm)

#### The Canadian Deafblind & Rubella Association

New Brunswick/Prince Edward Island  
34 Island View Drive  
S.S. #1 Fredericton, N.B. E3C 1K3  
Phone: (506) 452-1544  
e-mail: [cdbra@nbnet.nb.ca](mailto:cdbra@nbnet.nb.ca)  
website: [www.deafblind.nb.ca](http://www.deafblind.nb.ca)

#### Learning Disabilities Association of New Brunswick

100A - 403 rue Regent Street  
Fredericton, N.B. E3B 3X6  
Phone: (877) 544-7852  
e-mail: [LDANB@nald.ca](mailto:LDANB@nald.ca)  
website: [www.nald.ca/ldanb.htm](http://www.nald.ca/ldanb.htm)

#### Autism Society of New Brunswick

P.O. Box 635  
Fredericton, N.B. E3B 5B4  
Phone: (506) 363-3200  
e-mail: [asnb@nbnet.nb.ca](mailto:asnb@nbnet.nb.ca)

#### New Brunswick Association for Community Living

86 York St.  
Fredericton, N.B. E3B 3N5  
Phone: (506) 458-8866





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"Towards Inclusion: Suggestions and Strategies for the Future of Employment and Day Services for People with Intellectual Disabilities in New Brunswick," New Brunswick Association for Community Living, Fredericton, N.B., 1998.

"Getting to the Core of Transition: A Re-Assessment of Old Wine in New Bottles," Career Development for Exceptional Individuals, Vol. 17 (1), Spring 1994

"Self Determination for Persons with Disabilities: A Position Statement of the Division on Career Development and Transition," Career Development for Exceptional Individuals, Vol. 21 (2), Fall 1998.

"Transition Policy: Infusing Self-Determination and Self-Advocacy into Transition Programs," Career Development for Exceptional Individuals, Vol. 16 (2), Spring 1993.

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