

Career/Life Transitions

for Students with Diverse Needs

A Resource Guide for Schools



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INTRODUCTION

All students experience a number of significant transitions—from home or child care to Kindergarten, from class to class, from school to school, from school district to school district, and from school to post-secondary education or work situations. These transitions involve changes in environments, expectations, rules, services, peer groups, staff, jurisdiction, and/or lifestyle. For some students, these transitions are particularly critical. This is true for many students with diverse needs—for example, students with special educational needs, students with Aboriginal or ESL backgrounds, and students at risk of dropping out.

As they enter secondary school, all students face the typical developmental demands of adolescence and schooling. Students with diverse needs may also have to contend with other issues, such as limited experience regarding the world of employment, career ideas, and community resources. Issues may range from difficulty learning social skills and developing peer relationships, to problems with poor self-image and self-esteem, to continued dependence on their parents.

Because of the complexity of their needs, these students may face a set of difficult decisions about the future: Where will I live? Where will I work? How will I get around the community? How will I keep in touch with friends from school? Upon completion of secondary school, they must contend with the move from services provided by a single service agency—the school—to a variety of adult service options. Each of these adult programs may have different eligibility requirements and purposes.

Students with diverse needs may not make effective career/life transitions unless careful planning takes place. Transition planning and the activities to carry out plans should be part of students' educational programs. Effective career/life transition planning for students with diverse needs should begin well before the students are ready to leave secondary school. The Special Education Services Manual of Policies, Procedures and Guidelines (1995) indicates that transition planning for secondary school students should begin two to three years before school leaving.

An early, multi-year, career/life-centred planning process permits adequate time to address the challenges facing students and to translate the plans into action. Transition planning may involve school personnel, school district staff, representatives from community services such as post-secondary institutions, professionals from other government

ministries and/or their agencies, parents, and students themselves. The main purpose of career/life transition planning is to assist students in building their capacity to achieve the career and life goals they have set for themselves, with as much independence as possible.

Note: This resource guide uses the term “career/life transition” throughout to mean the transition from school to post-school life.

Purpose of this resource

This resource guide has been developed as a tool for educators working with students who have diverse needs. Students with diverse needs may be English as a Second Language students, Aboriginal students, students with a variety of special needs, or other students who are not students with special needs but are at risk of dropping out of secondary school. Many educators lack an understanding of what constitutes effective career/life transition planning for such students. This guide has been developed to help teachers to:

- understand the issues inherent in career/life transitions for many students with diverse needs
- follow key steps in career/life transition planning
- develop activities for supporting the career/life transitions of students with diverse needs.

The information in this guide has been developed based on the following concepts:

- Preparing for transition to employment and adulthood is essential for all students; for students with diverse needs, the additional barriers to employment and other adult activities must be considered in the planning process.
- Career/life transition planning can be integrated into existing individual planning activities.
- Students’ needs and interests should be the primary determinants in selecting the goals for the future that will guide the career/life transition process.
- Career/life transition planning should enhance student empowerment and self-determination.
- Students and, if relevant, their parents or guardians should be helped to become effective self-advocates and knowledgeable users of services.

- Successful career/life transition planning requires communication and co-operation among parents, students, educators, adult service providers, social workers, and natural supports within the community.
- The most important of all the career/life transitional goals may be developing social relationships.
- When students set employment as a transition goal, this goal should, whenever possible, be paid, competitive employment.

Adapted from Hill, P., Horner, H., Sidhu, S., Standeven, B., Paetz, V., Cameron, S., and Powell, B. (1997), *Transition Diary*. A project of the Global Transition Committee, Victoria, BC. Used with permission.

Contents and organization of this resource

This resource covers information about career/life transitions that have been identified as areas of concern by educators who are experienced in supporting transitions for students with diverse needs. It contains three main parts:

Part One contains information about career/life transition planning, including:

- a description of career life/transition planning
- principles that guide career/life transition planning
- key steps in career/life transition planning
- system-wide strategies for supporting students in career/life transitions
- role of assessment in the career/life transition planning
- potential goals in key areas of career/life planning for individual students:
 - “preparation” goals to assist students in gaining information or to participate directly in the planning process
 - “capacity-building” goals to assist students in gaining employability and independent living skills
- role of individual planning in the career/life transition process
- Internet-based and print resources for further information on career/life transition planning and activities for meeting the needs of students.

Part Two contains specific activities and information for use with students who have a variety of diverse needs.

Each subsection addresses a type of student with diverse needs and suggests assessment, planning, and instructional activities for educators to use with these students. A number of activities are suggested so teachers can select those that suit the student, school, and community. Readers may observe that the suggested activities are often repeated. This repetition is deliberate. Part two is developed so that readers can find the information they need, regardless of which subsection of the resource they first reference.

Each of the subsections also offers a list of Internet-based and print resources.

The **Appendices** contain additional information, examples, and case studies.

Understanding Career/Life Transition Planning

Importance of transition planning

Transition is both a stage and a process with a beginning, middle, and end. Career/life transition planning assists students in moving from a school environment to a post-secondary and/or community environment.

Entering into a period of transition, students themselves may not be aware that their circumstances are changing. They may not notice obvious changes in themselves or others. However, without planning and support, some students can find transitions both frustrating and confusing, leading to a lack of direction and discouragement.

Recent studies indicate that career/life transition planning for students with diverse needs makes a difference for them in obtaining employment, post-secondary education, and successful community living outcomes. This is particularly true when the plan focuses on individual educational program planning, a community-based curriculum, parent and family participation, and student-developed portfolios. (See *Career/Life Transition for Students with Diverse Needs: A Selected Annotated Bibliography*.)

Student participation in transition planning

Student participation in the transition planning process is essential.

Students need to develop self-determination to be successful adults, by acquiring the attitudes and skills they need to make life decisions and choices about their actions. Students also need to acquire skills associated with self-evaluation, problem solving, and decision-making. Further, students should have opportunities to practise and apply these skills in relation to decisions about their future, particularly their post-school goals and educational objectives.

To succeed in the transition from school to post-secondary education and/or work, students need to set goals that address their individual issues and developmental needs. They need to explore future employment choices. Ideally, students should explore a range of vocational alternatives.

Student Transition Diaries (see Appendix 7) and portfolios are both useful tools to assist students in recording and monitoring transition

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goals and successes from Grade 8 to Grade 12. The diary can also serve as a useful framework for educators who are assisting students in developing career/life transition portfolios.

Guiding Principles for Career/Life Transition Planning

Certain principles are essential to a successful career/life planning process for students who have diverse needs.

1. Career/life transition planning should consist of a co-ordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post-school activities.

This foundational statement is taken from the description of transitions in the U.S. Individuals with Disabilities Education Act [IDEA], (1997). Such co-ordination interconnects various transition activities (academic skills training, vocational training, work experience, independent and social skills training, and career goal setting). It also involves developing relationships among educators and various community agencies. In British Columbia, this means co-ordinating Career Programs, Career and Personal Planning curricula, locally developed school district employment programs, as well as the range of programs and services that may be provided by community partner agencies. (See Appendix 1 for a suggested scope and sequence for career/life transition for students with diverse needs.)

2. Career/life transition planning should be a part of every student's SLP and/or IEP.

Individualized planning is the key to matching students' educational programs and school experiences to their post-school goals. To effectively create an outcome-based educational program, career/life transition goals and planning should be incorporated into the Student Learning Plan (SLP) and/or the Individual Education Plan (IEP) development process. For many students, career/life goals may be focussed in a few areas and be few in number. For students requiring extensive support, the set of activities may be more comprehensive, including community experiences, assisted employment, and, where needed, independent daily living and social skills training.

3. A team of individuals, including students and their parents, should develop an individual career/life transition plan that will prepare students for the post-school stage of their lives.

The intent in building such a team is twofold:

- (a) to co-ordinate with other agencies so that students may gain the knowledge, skills, and experiences needed for success in the attainment of career/life goals; and
- (b) to establish post-school supports for when the students graduate or complete their secondary school programs.

For example, career education teachers, integration support teachers, learning assistance teachers, and Aboriginal educators may co-plan supports for students to meet their goals both in the school and in the community. At the same time, these school personnel may meet with parents and community-based employment agency staff to work on these goals. In this way, all aspects of transition planning become co-ordinated. (See Appendix 2 for a more detailed description of activities a transition team may consider to foster successful transitions.)

4. A designated individual (case manager) or group of individuals (school-based team plus other community-service providers) should assume responsibility for identifying and arranging for career/life transition services.

This designated individual and group of individuals may be responsible for:

- identifying individuals in need of career/life transition planning assistance
- referring students to available services
- linking one agency to others to provide continuity of service and support through the transition process into adulthood, and
- conducting follow-up activities to monitor transition and to evaluate the effectiveness of career/life transition supports.

Ongoing evaluation of students' accomplishments should inform improvements to a school's career program for students with diverse needs. Successful career/life outcomes for students can be addressed as part of the accreditation process for schools.

5. Students with diverse needs should be included in regular career education programs.

School districts may wish to review their policies to ensure that students with diverse needs receive career development education that includes the development of a career/life transition plan and appropriate career/life transition services no later than age 14 (Grade 8).

Getting Started with Career/Life Transition Planning

The following steps are recommended to assist schools or school districts in starting an initiative to improve transitions for students with diverse needs. These steps could also be used to review and improve existing transition planning for students leaving the school system.

At the school level

1. Identify the student population to be served. Consideration should be given to groups deemed to be more at risk, such as students with special needs, Aboriginal students, ESL students, and those at risk of dropping out before secondary school completion.
2. Conduct an environmental scan of the school and the community around it. Consider:
 - degree of administrative support from school, school district, and community agency partners
 - need for staff development and training for all service providers on their roles in the transition process
 - effects of geographic location and population size on transition programming
 - the nature of programs, services, and funding sources currently in existence and their effectiveness
 - students' level of community awareness.
3. Establish formal connections among the individuals and agencies who provide school-based and community services related to post-school outcomes for students. Maintain a current list of these connections and responsibilities. Service providers may be school staff, school district personnel, community agency personnel, and others. Specify on the list which individual or agency has agreed to provide each service.

4. Focus on the environment in which services are to be provided. One of the purposes of transition activities is to provide natural settings in which to obtain and practise skills.

At the community level

1. Develop a collaborative team of school and community agency service providers to share resources, knowledge, and expertise. Work toward the creation of new services to support students with diverse needs and new models to deliver those services. Aim to develop a cost-effective partnership that avoids duplication of services.
2. Establish a collaborative climate among the agencies on the team. Community problem solving to support youth in post-school plans requires community collaboration and community solutions.
3. Develop a long-range plan that clearly reflects the shared goals of the collaborative team.
4. Decide which transition services will be provided and by whom. Prioritize community needs and develop a plan to address each concern. Previously established services may be under-utilized or may need to be combined with other services. Additional funding sources may be created by combining the resources of two or more agencies.
5. Evaluate the effectiveness of programs and use the information gained to improve them.

Working directly with students

1. Arrange services to help students and their parents identify realistic, desired career/life outcomes. Primary areas to consider include post-secondary education or training, employment, living situations, community participation, transportation, health care, finances, and recreation. Many teachers find it useful to include a process to help students and their families imagine and plan for the future. (See Appendix 3 for a more detailed explanation of PATH and MAPS planning processes.)
2. Provide assessment to determine the student's current level of performance for each of the identified career/life outcomes, emphasizing strengths and abilities.

3. Arrange processes to determine the long-term educational goals for the desired career/life outcomes in the following areas:
 - vocational/community experience goals and strategies
 - employment and post-school independent living goals and options within and outside school
 - daily living skills and/or vocational assessment goals and strategies.

System-wide Strategies for Supporting Students in Career/Life Transition

Key strategies to ensure the equal access and full participation of students with diverse needs have emerged in career/life transition research literature in recent years. Considered as “best practice,” the strategies below are organized under the following themes:

- program development
- school staff development
- community agency/employer
- career/life transition assessment
- career/life transition planning
- education and community training
- family involvement
- community relations
- program evaluation.

Schools may wish to consider reviewing their current activities to ensure that they meet the needs of all students in light of the following questions:

- Are our current career/life transition practices in line with these strategies?
- In what areas can we improve our career/life transition practices to meet the needs of all students?
- Are we designing an approach that meets the needs of all students?

The following strategy sections can help schools and school districts answer these questions. The strategy options suggested can assist educators in examining current practices and planning initiatives to strengthen future activities.

Program development strategies

- Create a career/life transition vision statement to reflect a commitment to all students.
- Co-ordinate and promote delivery of career/life transition services and supports for all students, including those with diverse needs.
- Structure/restructure career/life transition activities and schedules to foster participation of students with diverse needs.
- Provide structured work experiences, including:
 - job shadowing
 - work experience
 - co-operative education program
 - career preparation program
 - secondary school apprenticeship.
- Utilize school-based and work-based mentors or job coaches as needed.
- Structure/restructure transition planning and activities to ensure that they are sensitive to cultural differences.

School staff development strategies

- Provide staff development activities that address and promote quality employment-related learning for all students, including those with diverse needs.
- Provide opportunities for teachers, school counsellors, and administrators to intern or job shadow in community work environments so as to better understand the skills students need to successfully enter the workforce.
- Facilitate the collaboration of technology education, integration support, learning assistance, and career education teachers.
- Provide cross-disciplinary staff development focussed on career/life transition practices.
- Offer potential employers the support of school staff as job coaches, and/or work experience co-ordinators, and provide them with help in developing workplace mentors.

Community agency/employer strategies

- Provide staff training to heighten awareness among employers and workers of issues related to diversity.
- Establish an interagency co-ordinating body that includes students, parents, educators, representatives of cultural groups, community services providers, rehabilitation personnel, employers, and others.
- Establish partnerships among community service providers that support students in making successful career/life transitions.
- Designate a career/life transition contact for all participating community service providers.
- Establish collaborative agreements between:
 - schools and employers
 - schools and service agencies
 - secondary and post-secondary schools.
- Develop a procedure for sharing student information with service providers and employers.

Assessment strategies

- Gather information and conduct assessments needed to assist with transition planning decisions. These may include vocational, psycho-educational, achievement, or adaptive behaviour assessments.
- Provide opportunities for students to complete inventories that assess career interests and experiences. Document students' other interests and preferences.
- Provide activities to help students understand their strengths, interests, and learning styles and coach them on how to share this information with others.

Career/life transition planning strategies

- Develop career/life transition goals, objectives, and learning activities and document them in the students' SLPs and/or IEPs. Possible goal areas include:
 - post-secondary education/training goals

- employment, including supported employment goals
- social, recreational, and daily living goals
- independent living and community participation goals
- access to post-school services.
- Encourage each student to develop a career/life transition portfolio containing, where applicable, the following:
 - a résumé
 - a current SLP and/or IEP
 - a self-designed plan of long-term goals
 - letters of recommendation
 - a description of his or her learning style and a list of accommodations for school and job situations
 - work samples
 - a list of relevant community service agencies and their phone numbers
- Identify and develop the necessary supports for the student's success, including environmental adaptations, accommodations, and natural supports. For example, provide access to necessary assistive technology devices or any necessary support services, such as occupational therapy, physical therapy, speech therapy, or transportation.
- Include all students in every level of their educational planning and implementation. Encourage and support secondary school students with diverse needs to plan and facilitate their own transition planning meetings.
- Assist students in evaluating their progress and use this information to make decisions about future plans.

Community-based education and training strategies

- Offer life skills instruction, including:
 - leisure skills training
 - social skills training

- self-determination skills training (i.e., self-regulated goal-setting and decision-making activities)
- self-advocacy skills training
- independent living skills training
- learning strategies skills training.
- Introduce career development activities to students no later than the age of 14 years.
- Provide instruction and learning materials that:
 - offer career awareness and exploration activities
 - integrate academic and life skills activities
 - offer activities in school and community environments
 - include applied learning activities
 - permit flexible movement between various school-based career programs (e.g., moving from a co-operative education program to a career preparation program or apprentice training)
- Provide opportunities for students with diverse needs to:
 - explore various careers
 - learn job-specific skills
 - learn work-related behaviours
 - gain occupation-specific training.
- Facilitate student volunteer experiences so they gain exposure to work and community.
- Offer students employment readiness training (e.g., job-seeking skills, job-maintenance skills, and job-search skills).
- Provide opportunities for students to be involved in, and be informed by, student leadership organizations.

Family involvement strategies

- Develop a structured method for assessing the information needs of parents regarding the career/life transition process.
- Ensure that all students and their families have access to information required to be partners in the career/life transition planning process.
- Offer parent/family training in:

- self-determination/advocacy
- natural supports
- career/life transition planning processes (e.g., PATH, MAPS, Student Learning Plans, IEPs)
- accessing community agencies and services.
- Involve families in the design, delivery, and evaluation of their children’s school career/life transition planning processes.
- Promote the involvement of parent groups in career/life transition activities.
- Invite parents/families to serve as career/life transition trainers or mentors.
- Create a parent support network.
- Develop a library of resources for family use.
- Partner with the local Parent Advisory Committee (PAC) to develop a parent handbook on career/life transition planning and resources.
(See Appendix 4 for more information on activities that may encourage parental participation.)

Community relations strategies

- Provide students, families, business and industry, and the community with career/life transition information. (See Appendix 9 for the basic steps to consider in planning a career/life transition fair.)
- Develop a student group that provides community services.
- Develop, conduct, analyse, and maintain survey information about local employment and business opportunities.
- Co-ordinate career/life transition activities among employers, school career educators, and school support personnel (e.g., Aboriginal support workers).
- Work with community participants to develop occupational skill standards for students with diverse needs.
- Invite employers to:
 - identify general workplace competencies
 - provide training sites for all students, including those with diverse needs

- provide training sites for educators
- serve as mentors for students and teachers
- participate in job fairs
- serve on school career/life transition advisory committees.

Program evaluation strategies

- Carry out continuous evaluations of career/life transition program activities. Involve employers, learners, and educators in evaluations.

Planning transitions for an individual student is facilitated when school and community systems foster transitions. This section addresses in greater detail the process of transition planning for an individual student. This process begins with assessing a student's strengths and needs, setting realistic career/life goals, developing a plan to assist the student to work toward achieving these goals, and carrying out the planned activities during the student's secondary schooling.

The Role of Assessment in Career/Life Transition Planning

Information about a student gathered through a range of assessment strategies—both formal and informal—can help educators, students, and parents set realistic career/life goals. They can gather a wealth of information by reviewing a student's permanent record and any available formal assessment reports, results of achievement testing, and student portfolios, and by conducting informal interviews with the student, parents, and previous and/or present teachers and staff.

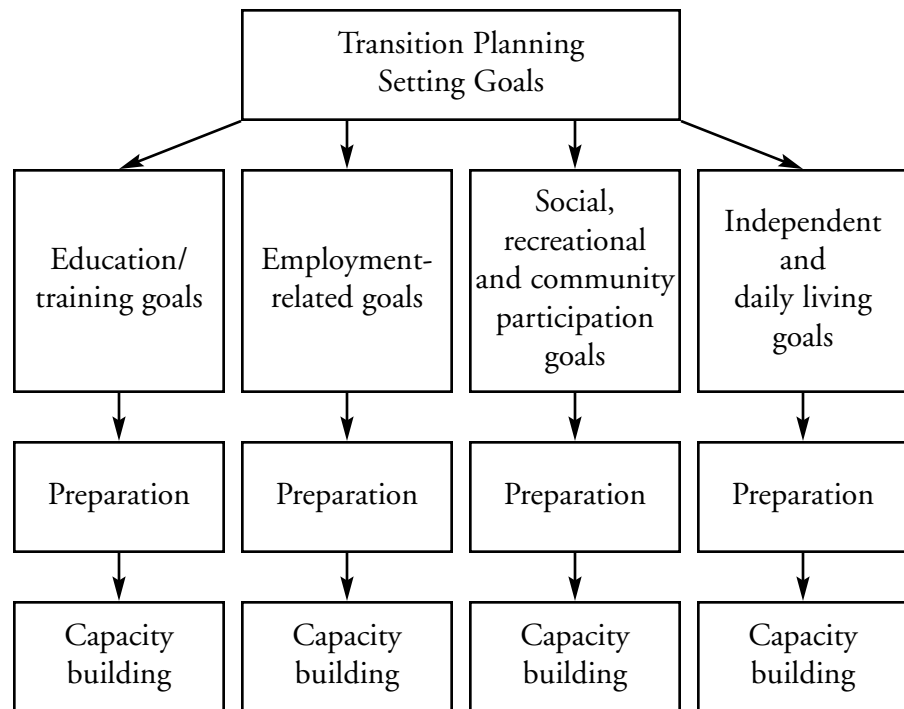
When the interests, preferences, strengths, skills, and needs of a student are not easily determined from existing information, further assessment may be required to inform planning for successful transitions. Further assessment could involve conducting standardized norm-referenced or achievement testing, curriculum-based assessment, or structured observation. The appropriateness of a particular approach will depend on the individual needs of the student.

One type of assessment that is particularly useful for planning transitions is vocational assessment. This type of assessment is based on the concept of measuring student performance on actual tasks or activities in the natural environment where the activities occur. Often considered a useful approach for students with diverse needs, vocational or "authentic" assessment provides practical information about students' interests, experiences, and abilities that can inform educators about appropriate career/life transition goals.

If vocational assessments appear to be needed for students, school staff should seek advice from local school psychologists about how to proceed.

Setting Goals in the Career/Life Transition Planning Process

Once assessment information has been gathered about a student's interests, preferences, strengths, skills, and needs, this information is reviewed and discussed with the students and their parents. The next step in career/life transition planning is setting realistic career/life transition goals. Potential goals can come from several domains: education/training; employment; social, recreational, and community participation; and independent and daily living.



The following list of goals may be helpful to consider in setting the goals in a career/life transition plan for an individual student with diverse needs.

Education/training goals

Individual education/training goals will depend on the identified needs of a student. Potential areas for goal setting may include:

Preparation

- participates actively in career/life transition planning and SLP and/or IEP development
- manages own career/life transition planning
- understands the need for lifelong learning
- demonstrates knowledge and skills in finding and using labour market information
- knows how to select, explore, and plan occupational options and choices
- develops a career portfolio
- knows entrance requirements for post-school education or training (college or university)
- knows how to apply for entrance to post-school programs
- knows how to access community-based employment training and/or supported employment services (e.g., Youth Entrepreneurship programs and Skills for Youth employment programs)

Capacity building

- demonstrates organizational skills
- has attained study skills required for successful for post-secondary study
- demonstrates technological skills (e.g., skills in using computers or tools)
- demonstrates adequate communication skills
- demonstrates adequate literacy skills
- demonstrates other applied skills

Employment-related goals

All students can benefit from community-based vocational/employment experiences. When students work/learn outside the school, the

experiences provide practical application of basic skills learned in school. Potential areas for goal setting may include:

Preparation

- knows job demands and requirements
- knows job-finding and job-keeping skills
- demonstrates appropriate work habits and behaviour
- knows occupation-specific employability skills (See Appendix 8 for a description of employability skills a student may need to enter, stay in, and progress in the world of work.)

Capacity building

Participates in:

- Career and Personal Planning
- volunteer experiences
- work-site tours and presentations
- school-based training
- job shadowing programs
- community-based work experience placement
- exploring entrepreneurship
- participates in K–12 career program options, including:
 - co-operative education programs
 - career preparation programs
 - secondary school apprenticeship programs

Social, recreational, and community participation goals

Educational experiences to develop social, recreational, and community participation skills are best addressed in an integrated Career and Personal Planning class. Important milestones to consider are using local transportation, knowing how to vote, and regular involvement in

community activities. Students may need instruction in some of the following areas in order to participate socially and recreationally in the community:

Preparation

- knows how to participate in citizenship activities
- selects and participates in a community organization or regular activity
- identifies and uses community resources
- participates in recreation, leisure interests
- obtains orientation and mobility around social and recreational settings

Capacity building

- uses local transportation options
- demonstrates appropriate social skills in social, recreational, and work settings
- participates in sporting events (e.g., Special Olympics)

Independent and daily living goals

Educational experiences related to social, recreational, and daily living skills include self-care, decision making, and taking responsibility for individual actions. Examples of daily living skills that students with diverse needs may need to acquire include the following:

Preparation

- knows how to select a place to live
- knows how to access community support and financial assistance (e.g., BC Benefits, Ministry for Children and Families social worker)
- demonstrates an understanding of how to care for children responsibly
- knows family living skills

- knows how to access community counselling
- participates actively in own medical management/medication monitoring
- develops and maintains effective personal/family relationships

Capacity building

- performs everyday living tasks, including:
 - food purchasing and preparation
 - managing everyday household tasks
 - cost/compare shopping
 - banking and ATM use
- manages own money, including:
 - opening and maintaining a savings and a chequing account
 - completing taxation forms and knowing where to get help
 - obtaining and paying off a loan
- passes a driver's test
- demonstrates self-advocacy skills at school, at home, and at work
- demonstrates problem-solving skills (e.g., decision making, negotiation)
- maintains personal care and hygiene
- demonstrates self-confidence

Individual Planning

At its core, the career/life transition planning process is the same for all students: it is a collaborative process in which students, their parents, and educators work together to identify appropriate career/life transition goals—and the ways of attaining them. This planning process can be documented in Student Learning Plans (SLP) and/or Individual Education Plans (IEP).

By the late intermediate years, and no later than Grade 9, all students in British Columbia are expected to have a Student Learning Plan (SLP) that sets out their personal, educational, and career planning goals and objectives for the future. SLPs should reflect the student's particular

aptitudes, strengths, and accomplishments. In some cases, a student will have both an SLP (developed by themselves with parent and teacher support) and an IEP (developed by a team). IEPs identify individualized goals and objectives and describe the program modifications and/or adaptations and the services to be provided to assist a student in attaining these goals and objectives.

Students with diverse needs should take an active role in SLP and/or IEP development, to the extent that their developmental level and abilities permit. Students can use the career/life transition checklist in this resource (see Appendix 6) to assist them in taking ownership of their transition planning.

For students with special needs moving into adulthood, transition planning should be a key element of their IEP beginning in Grade 8. This transition planning should expand on the realistic, achievable career/life transition goals that the student has set. IEPs should include short-term objectives for these transition goals with learning activities for the student to meet these objectives during the current school year. The goals, objectives, and activities for the next school year should be part of the annual IEP review and incorporated into the next year's plan. (See Case Studies in Appendix 5 for examples of IEPs that demonstrate transition planning.)

Some students leaving secondary school will require services and supports provided by agencies in the community. The IEP should include documentation of interagency planning and co-ordination that needs to occur before the student leaves the school setting. The success of an individual student in accessing supports for the future depends in part on consistent information sharing and advanced planning with community agencies. For example, some students may need continuing medical or therapeutic services. Others may require the support of a mental health worker or a drug rehabilitation counsellor, or the services of a social worker or a probation officer. It is essential that community services be co-ordinated to avoid duplication and to ensure consensus regarding goals, consistency in interventions, and an integrated approach to service delivery.

The following are examples of support services that may be needed to assist students with special needs to meet the goals of their transition plans:

- early identification/assessment for disabilities (e.g., referring the student to the school-based team for review to determine if an additional disability exists)

- orientation and mobility services (e.g., teaching a visually impaired student skills to negotiate the neighbourhood and a work experience placement)
- orientation and mobility in the school setting
- medical services (e.g., physical exam arranged by the school to determine if a student can perform physically demanding tasks required in a work experience placement)
- transportation (e.g., providing a bus pass and transit training to assist the student in getting to a job shadowing or work experience)
- speech language pathology (e.g., teaching work vocabulary and age-appropriate and socially appropriate expressive language for a work experience placement)
- audiology services (e.g., teaching environmental management strategies to facilitate good communication in school and with employers and co-workers)
- physical therapy (e.g., teaching specific exercises to assist the student in successfully undertaking some physical aspect of a work experience placement)
- occupational therapy (e.g., assisting a student in setting up a work station to meet his or her individual needs and incorporating adaptive technology when needed)
- therapeutic recreation (e.g., providing a school-supervised fitness workout apart from a team activity)
- social work services (e.g., group instruction, provided by a transition social worker, on the responsibility for providing or paying for transition services for the student in adulthood, on roles in the career/life transition planning activities of the IEP development process, and on involvement in meetings with the school case manager, the parents, and student)
- counselling services, including rehabilitation counselling (e.g., group instruction, provided by a community agency counsellor, on available community jobs and services that can assist students in accessing and keeping them)

Information and Support for Getting Started

The following sources, which include both Web sites and print materials, may be of assistance in the development of a transdisciplinary team and in beginning to determine how to best meet students' diverse needs in career/life transition planning activities.

Web sites

Ability OnLine Support Network

<http://www.ablelink.org>

Electronic mail forum providing support for children and young adults with disabilities and chronic illness.

Access Technology

<http://www.geocities.com/ResearchTriangle/Lab/3524>

Increases awareness of adaptive technologies (mainly computer-based) for persons with disabilities.

Alberta Centre on Entrepreneurship and Disabilities

<http://www.ucalgary.ca/~aced>

Links to business plans, financial options, creating business ideas, and where to get financial and counselling assistance.

All Means All School-to-Work Project

<http://www.ici.coled.umn.edu/all>

Highly interactive site recognizes and reports on the efforts of U.S. school-to-work partnerships that aim to ensure access for all learners within their local school-to-work efforts.

BC WorkInfoNet Youth Site

<http://workinonet.bc.ca/youth>

Provides an Online Facilitator's Guide (<http://workinonet.bc.ca/youth/facguide>), a teaching tool that helps use the Web site in a learning environment, job search, and labour market sites, and a phone directory of youth-serving agencies across B.C. and the Yukon.

Blueprint for Life/Work Design

<http://www.lifework.ca>

Provides a framework for the career development competencies required by Canadians at elementary school, middle/junior high

school, high school, and adulthood. Performance indicators are included for all competencies and at all levels, to which local, measurable standards can be applied. Includes “best practice” examples, appendices on essential skills (HRDC) and employability skills (Conference Board), templates of portfolios for all developmental levels, comprehensive career development resource lists, and more.

**Canadian Centre on Disability Studies—
Disability Information Network**

<http://www.escape.ca/~ccds>

Consumer-directed, university-affiliated centre involved in research and education on disability issues.

Canadian Council On Rehabilitation and Work

<http://www.ccrw.org>

Network of organizations and individuals promoting and supporting equal and equitable employment of people with disabilities.

Disability Resource Centre

<http://www.student-services.ubc.ca/drc>

University-affiliated centre facilitating the development of programs and initiatives that foster the participation of persons with disabilities in post-secondary institutions.

DO-IT Program

<http://www.washington.edu/doi>

Provides information about people with disabilities successfully pursuing academic and professional careers; offers programs to promote the use of technology to maximize independence, productivity, and participation of people with disabilities; suggestions about disclosure; and an extensive list of links.

Empowerment Zone

<http://www.empowermentzone.com>

Offers links to information, ideas, and software related to issues of empowerment. Includes links to articles about job accommodations, diversity and disabilities, the American Disabilities Act, transitions to post-secondary education, employment checklists for hiring people with disabilities, and adaptive technology.

Facilitated Communication Institute

<http://soeweb.syr.edu/thefci>

Brings together the research community, people with disabilities, their families, and practising professionals to examine, learn about, and share information on facilitated communication.

Integrated Network of Disability Information and Education (INDIE)

<http://indie.ca/index.html>

Search engine for access to information and organizations related to adaptive technology, disability organizations, education, employment, government, housing, lifestyles, media, products and services, recreation, arts and culture, rehabilitation, resource centres and libraries. Sorted by disability type, social development, legislation, and transportation.

Job Accommodation Network (JAN)

<http://janweb.icdi.wvu.edu/english/homecan.htm>

International toll-free consulting service regarding job accommodations and employability of people with disabilities.

National School-to-Work Learning and Information Center

<http://www.stw.ed.gov/tools/rt.htm>

Provides extensive resources and information about school-to-work practices under the following headings: Examples That Work, Practical Tools, Resource Library (featuring an extensive list of articles available on-line), and Resource Bulletins.

National Transition Alliance for Youth with Disabilities

<http://www.dssc.org/nta>

Collaborative effort of six organizations to promote inclusion of youth with disabilities in U.S. school-to-work systems by providing access to publications, searchable databases, and other resources.

Neil Squire Foundation

<http://www.neilsquire.ca>

Non-profit organization whose research, developments, and innovative services and technology create opportunities for independence for individuals who have significant physical disabilities.

Orthotics and Prosthetics Online

<http://www.oandp.com>

A resource of information related to orthotics and prosthetics (orthopedic braces and artificial limbs). Patient care, product information, organizations, and associations.

Pathways to School Improvement

<http://www.ncrel.org/sdrs/areas/sw0cont.htm>

A North Central Regional Education Laboratory site that describes resources and links around critical issues in school-to-work transition; developing an applied and integrated curriculum; improving school-to-work transition for all students; developing work-based learning opportunities; providing professional development activities for school-to-work initiatives; and working in partnership with business, labour, and the community.

Project Pursuit WWW Server

<http://primes6.rehab.uiuc.edu/pursuit/homepage.html>

Disability information; education accommodation resources; lessons on assistive technology and funding available for this technology; descriptions of careers in science, engineering, and mathematics, and high school preparations for these careers; access to other disability information servers; etc.

Resources for Speakers of Other Languages

<http://stw.ed.gov/Database/Subject2.crm?RECNO=877>

The U.S. National STW Office's list of books, brochures, and other resources for speakers of other languages, including Spanish, Cambodian, Chinese, Korean, Laotian, Russian, and Vietnamese.

School-to-Work Outreach Project

<http://www.ici.coled.umn.edu/schooltowork>

Identifies exemplary school-to-work models, practices, and strategies that include students with disabilities, as well as providing information on school-to-work and other on-line Web links.

School to Work Interagency Transition Partnership

<http://www.sna.com/switp/about.htm>

One-stop shopping for vast information on school-to-work/career resources, resources for people with disabilities, and building interagency partnership teams.

Special Education Technology - British Columbia (SET-BC)

<http://www.setbc.org>

A provincial resource program designed to assist school districts in BC in meeting the technology needs of students with physical disabilities and visual impairments.

Special Needs Education Network (SNE)

<http://www.schoolnet.ca/sne>

Provides Internet services specific to parents, teachers, schools, and other professionals, individuals, groups, and organizations involved in the education of students with special needs.

WorkAbility IV

<http://www.work4.sjsu.edu/ada.htm>

Answers questions relating to disclosure and presents guidelines to help identify the advantages and disadvantages of disclosing at various points in the employment process. Offers sample statements for disclosure during each stage in the process.

WorkInk

www.workink.com

On-line employment resource centre developed by the Canadian Council on Rehabilitation and Work (CCRW), providing a series of services for work seekers, employers, and professionals to assist in the work search process. The site is “community content-driven” and receives content submissions from community agencies across Canada.

Print materials

Aspel, N., Bettis, G., Test, D., and Wood, W. (1998). An evaluation of a comprehensive system of transition services. *Career Development for Exceptional Individuals*, 21(2), 203–223.

Asselin, S. B., Todd-Allen, M., and deFur, S. (1998). Transition coordinators: Define yourselves. *Teaching Exceptional Children*, 30(3), 11–15.

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Students with Aboriginal Backgrounds

British Columbia today has a culturally and linguistically diverse Aboriginal population that includes 12 language families and 197 First Nations Bands. The Aboriginal student population includes First Nations students, some with and some without status under the Indian Act, who live on and off reserves in rural and urban areas. There are also a number of Métis students who have Aboriginal rights recognized in Canada's Constitution. In 1999, the number of students enrolled in Aboriginal Education programs in BC represented seven percent of the total K–12 student population.

Aboriginal students in BC schools can face complex challenges. They may have cultural views or practices that include differences in individual responsibility to family and community, and in motivations, spirituality, and attitudes toward learning. They or others in their communities may in the past have had negative experiences connected to schools. Socio-economic status may also affect their school success.

Schools can better serve students with Aboriginal backgrounds by acquiring knowledge and understanding of both the history and traditions and the present realities of Aboriginal peoples in BC. Knowing about some of the key characteristics of the traditional cultures may provide a framework for mutual understanding and an improved ability to work effectively to prepare these students for career/life transitions.

Research indicates that some of the most significant concerns and barriers faced by students with Aboriginal backgrounds include:

- discontinuity of world view that arises from differing culturally based assumptions (e.g., about child-rearing practices, family responsibilities, the role of community, the nature of knowledge and ways of knowing, and the use of time)
- curriculum and instruction that is perceived by others or that they themselves perceive to be irrelevant (i.e., inconsistent with their needs and life experiences)
- misconceptions on the part of others that because these students have different methods of communication and of passing knowledge from one to another, they are less able.

By working together, teachers and students with Aboriginal backgrounds can alleviate many of their concerns and barriers.

Including students with Aboriginal backgrounds in career/life transition planning

All members of the school-based transition team must endeavour to understand the student's individual needs. A sense of self and the ability to make choices are developed from a foundation of culture, language, and history. Cultivating a sense of community and belonging are central to developing a vision for the career and life aspirations of students with Aboriginal backgrounds. Schools must be places where students feel recognized and acknowledged for their strengths and resources, regardless of cultural and social differences. It is particularly important for educators to genuinely listen to their students and help them understand the realities of their own lives and their futures.

The lists presented below are possible strategies to enhance the access and participation of students with Aboriginal backgrounds in career/life transition activities.

Planning activities

- Examine policies, practices, and requirements to identify both barriers and opportunities for students with Aboriginal backgrounds to feel a sense of inclusion in school activities.
- Encourage the parents of the students to join the teachers and students in the resolution of any problems associated with cultural differences.
- Draw upon the knowledge and experience of other generations to help students understand the issues that are all around them and help the students to see that they represent a bridge from the past to the future.
- Establish a dedicated space within the school that is identifiable as a special place for students with Aboriginal backgrounds.
- Encourage students to take an active role in their Student Learning Plan development.
- Work with the students' families and the community to develop ways in which the career aspirations of students with Aboriginal backgrounds can be better understood, broadened, and accommodated by the school.

- Provide career counselling and career exploration to help the students recognize, understand, and broaden their career choices.
- Involve the family and their cultural community in setting educational and career goals. Wherever possible, involve other generations in the career/life transition education of students, including grandparents, parents, aunts and uncles, elders, and young adults.
- Early in the school year, and also throughout the year, plan informal, welcoming family and community gatherings such as potluck lunches or dinners, family field trips, cultural events, sports tournaments, and artistic experiences, where people can get to know each other and talk about what is important for children to know.
- Plan for regular, ongoing cross-cultural professional development for all teachers and administrators.
- Develop a working relationship with the student's parents.

Assessment activities

- Measure progress on the basis of skill mastery, student portfolios, and attitudinal measures.
- Conduct a vocational assessment to determine vocational strengths and weaknesses.
- Assess the students for their strengths and weaknesses, with the involvement of the family and their cultural community.
- Develop assessment and evaluation practices that acknowledge how students continually create meaning from their experiences and their environment; use the results of assessment to make changes that enhance the ability of children to learn.

Instructional/school activities

- Introduce the student and family to other school personnel, including the administration, secretary, school nurse, counsellor, librarian, and other teachers.
- Be aware of cultural barriers and develop strategies for overcoming them.
- Incorporate ways of teaching and learning that are compatible with the student's beliefs and values.
- Integrate cultural perspectives and studies into career/life transition education lesson plans from Kindergarten to Grade 12; draw on

recent curriculum and resource development, resource people, mentors, and community leaders to provide guidance in incorporating appropriate values and practices into career/life transition education.

- Increase the self-esteem, self-control, and self-awareness of students with Aboriginal backgrounds by helping them to form partnerships with other students to improve schooling experiences.
- Include direct reading instruction as a part of any upgrading support.
- Teach individuals when it is appropriate to disclose cultural needs and how to articulate strengths and weaknesses.
- Focus learning experiences on building a sense of belonging, value, responsibility, and competence.
- Practise concepts that ensure that differences between individuals and groups are recognized and respected.
- Recognize that some students may have limited knowledge of their own culture; provide them with opportunities to talk about what they are learning and how it relates to them as members of a culture.
- Provide learning experiences within the school and classroom that emphasize small groups and shared learning settings, reconcile the cultural ways of the student within the mainstream school culture, and encourage a sense of community.
- Invite Aboriginal students to teach peers an activity from their cultural community.
- Encourage students to discuss the implications of discrimination with their peers.

Instructional/community activities

- Arrange a variety of employment opportunities, including paid employment situations.
- Provide volunteer opportunities to help form realistic student expectations.
- Encourage Aboriginal students to participate in career preparation, co-operative education and secondary school apprenticeship programs and other work experiences.
- Provide opportunities for students to be of service to others, particularly to elders, and to those in their community who are in need.

- Encourage Aboriginal students to investigate eligibility for any post-secondary educational supports that may be available from government, Band, or community agencies.

Support services

- Provide a workplace mentor or job coach.
- Allow for a flexible work schedule that will accommodate cultural observances.
- Establish peer support groups.

Interagency activities

- Develop a network of people in the district, province, and other jurisdictions for support and information exchange.
- Facilitate sessions involving key school and community people to develop implementation and monitoring plans and identify goals and objectives, strengths and resources, barriers and obstacles, strategies for overcoming obstacles, responsibilities, and indicators of success.

Resources

Organizations

Aboriginal Education Branch

Ministry of Education
PO Box 9887 Stn Prov Govt
Victoria BC V8W 9T6
Tel: (250) 356-1891
Fax: (250) 356-1742

BC Aboriginal Network on Disability Society

1179 Kosapsum Crescent
Victoria BC V9A 7K7
Tel: (250) 381-7303
Fax: (250) 381-7312
<http://www.bcands.bc.ca>

First Nations Education Association (PSA)

c/o Chilliwack Secondary
46361 Yale Road
Chilliwack BC V2P 2P9
Tel: (604) 795-7295
Fax: (604) 795-6593
<http://www.bctf.bc.ca/social/FirstNations/fnea.html>

First Nations Education Steering Committee

707-100 Park Royal South
West Vancouver BC V7T 1A2
Tel: (604) 925-6087

Ministry of Advanced Education, Training and Technology

<http://www.gov.bc.ca/aett>
Aboriginal Program List, First Nations Co-ordinators Contact List
(Post-Secondary Institutions)

Urban Native Education Society

285 East 5th Avenue
Vancouver BC V5T 1H2
Tel: (604) 873-3761
Fax: (604) 873-9152

Web sites

Aboriginal Youth Network

<http://ayn.ca>

On-line resource created by and for Aboriginal youth. Includes art, reports, news, and links to other sites about Aboriginal youth and issues.

BC Ministry of Education, Aboriginal Education

<http://www.bced.gov.bc.ca/abed>

The Aboriginal Education Branch seeks to enhance the attainment of Aboriginal students in K–12; increase the success of these students making the transition from school to work or post-secondary education; and increase the Aboriginal community's satisfaction with its schools. Includes many useful documents, such as the *Support Worker's Handbook* and descriptions of effective programs for Aboriginal students.

Canadian First Nations: Native and Inuit InterNet Resources

<http://indyt.fdl.cc.mn.us/~isk/canada/canada/html>

Canadian Aboriginal Internet list and on-line magazine on Aboriginal issues.

First Nations and Inuit Youth Employment Strategy

http://www.inac.gc.ca/ps/ys/toolkt_e.html

Job Search Tool Kit for Aboriginal Youth, designed to help youth with the job of looking for a job.

First Nations Schools Association (FNSA)

<http://www.firstnations-schools.bc.ca>

FNSA Handbook, Best Practices Project, On-line Forum.

First Nations SchoolNet

<http://www.schoolnet.ca/aboriginal/>

Collection of curriculum resources, some subject-related resources, lists of school projects and some Aboriginal schools.

First Nations Teaching Resources on the Net

<http://www.oise.utoronto.ca/~jisekebarnes/aboriginal/index.html>

Information from OISE's Indigenous Education Network (IEN).

Print materials

- Beyond the rhetoric: Improving school success for First Nations students.* (1998). Kamloops, BC: School District No. 73 (Kamloops/Thompson). An Aboriginal education study report submitted to the First Nations Education Council.
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- Melnyk, J. (1996). *Diversity tips for workplace success.* Calgary, AB: Springboard Consulting.
- Peavy, R. V. (1995). *Career counselling for native youth: What kind and by whom?* Ottawa, ON: Canadian Guidance and Counselling Foundation.

Students with ESL Backgrounds

British Columbia today has a culturally and linguistically diverse English as a Second Language (ESL) population that includes Canadian-born citizens from various cultural and linguistic backgrounds and recent immigrants. Almost all cultures in the world are represented in the population of BC. In 1999, the number of students across the province for whom English is a second language represented approximately 10 percent of the total K–12 student population.

ESL students in BC schools can face complex challenges. They may differ in the languages they speak, understand, and read. They may differ in terms of their previous school experiences and the success they may have had in learning academic skills in their own language. They may also differ in their religious views, whether they have come from rural or urban communities, their motivations, their cultural views of life and learning, and their views of Canadian society. Different individuals may retain in varying degrees the traditional beliefs, values, and customs of their cultural group. Socio-economic status may also affect their school success.

To better serve students with linguistically and culturally diverse backgrounds, it is important to remember that every culture is dynamic and that the diversity that occurs within a group of individuals is always wider than the diversity among groups. Knowing about some of the key characteristics of the traditional cultures may provide a framework for mutual understanding and an improved ability to work effectively to prepare these students for career/life transitions.

Research indicates that some of the most significant concerns and barriers faced by students of linguistically and culturally diverse backgrounds include:

- undertaking schooling in an environment that is dissimilar to any of their previous learning experiences
- curriculum and instruction that is perceived by others or that they themselves perceive to be irrelevant (i.e., inconsistent with their needs and life experiences)
- misconception on the part of peers, teachers, and members of the community that because these students have limited English proficiency, they are less able.

Students who are in the process of learning another language and/or adjusting to a new and unfamiliar culture often need additional time to adjust to the educational opportunities newly available to them. Working together, teachers and students with linguistically and

culturally diverse backgrounds can alleviate many of these concerns and barriers.

Including students with ESL backgrounds in career/life transition planning

All members of the school-based transition team must endeavour to understand each student's particular needs. A sense of self and the ability to make choices are developed from a foundation of culture, language, and history. Cultivating a sense of community and belonging is central to developing a vision for the career and life aspirations of students with culturally or linguistically different learning needs. Schools must be places where students feel recognized and acknowledged for their strengths and resources, regardless of cultural and social differences. It is particularly important for educators to genuinely listen to their students and help them understand the realities of their own lives and their futures.

The lists presented below are possible strategies to enhance the equal access and full participation of students with linguistically and culturally diverse backgrounds in career/life transition activities.

Planning activities

- Examine policies, practices, and requirements to identify both barriers and opportunities for students with linguistically and culturally diverse backgrounds to feel a sense of inclusion in school activities.
- Encourage the parents of the students to join the teachers and students in the resolution of any problems associated with cultural differences.
- Draw upon the knowledge and experience of other generations to help students understand the issues that are all around them and help the students to see that they represent a bridge from the past to the future.
- Encourage students to take an active role in their Student Learning Plan development.
- Work with the students' families and the community to develop ways in which the career aspirations of students with linguistically and culturally diverse backgrounds can be better understood, broadened, and accommodated by the school.

- Provide career counselling and career exploration to help the students recognize, understand, and broaden their career choices.
- Involve the family and their cultural community in setting educational and career goals. Wherever possible, involve all generations in the career/life transition education of students: grandparents, parents, aunts and uncles, elders, young adults.
- Early in the school year, and also throughout the year, plan informal, welcoming family and community gatherings, such as potluck lunches or dinners, family field trips, cultural events, sports tournaments, and artistic experiences, where people can get to know each other and talk about what is important for children to know.
- Encourage the parents to speak their first language at home and assure them that doing so will enhance the process of learning English as a second language. Student learning is enhanced by judicious use of two or more languages.
- Plan for regular, ongoing cross-cultural professional development for all teachers and administrators.
- Develop a working relationship with parents, foster parents, or people in the home community.

Assessment activities

- Measure progress on the basis of skill mastery, student portfolios, and attitudinal measures.
- Conduct a vocational assessment to determine vocational strengths and weaknesses.
- Assess the students for their strengths and weaknesses, with the involvement of the family and their cultural community.
- Develop assessment and evaluation practices that acknowledge how students continually create meaning from their experiences and their environment; use the results of assessment to make changes that enhance the ability of children to learn.

Instructional/school activities

- Introduce the student and family to other school personnel, including the administration, secretary, school nurse, counselor, librarian, and other teachers.
- Be aware of cultural and linguistic barriers and develop strategies for overcoming them.

- Incorporate ways of teaching and learning that are compatible with the student's beliefs and values.
- Integrate cultural perspectives and studies into career/life transition education lesson plans from Kindergarten to Grade 12; draw on recent curriculum and resource development, resource people, mentors, and community leaders to provide guidance in incorporating appropriate values and practices into career/life transition education.
- Increase the self-esteem, self-control, and self-awareness of students with linguistically and culturally diverse backgrounds by helping them to form partnerships with other students to improve schooling experiences.
- Include direct reading instruction as a part of any upgrading support.
- Teach individuals when it is appropriate to disclose cultural needs and how to articulate strengths and weaknesses.
- Focus learning experiences on building a sense of belonging, value, responsibility, and competence.
- Practise concepts that ensure that differences among individuals and groups are recognized and respected.
- Recognize that some students may have limited knowledge of their own culture; provide them with opportunities to talk about what they are learning and how it relates to them as members of a culture.
- Provide learning experiences within the school and classroom that emphasize shared learning settings, reconcile the cultural ways of the student within the mainstream school culture, and encourage a sense of community.
- Invite students with linguistically and culturally diverse backgrounds to teach peers an activity from their cultural community.
- Encourage students to discuss the implications of discrimination with their peers.

Instructional/community activities

- Arrange a variety of employment opportunities, including paid employment situations.
- Provide volunteer opportunities to help form realistic student expectations.
- Encourage students with linguistically and culturally diverse backgrounds to participate in career preparation, co-operative

education and secondary school apprenticeship programs, and other work experiences.

- Provide opportunities for students to be of service to others, particularly to the older generation, and to those in their community who are in need.

Support services

- Provide a workplace mentor or job coach.
- Allow for a flexible work schedule that will accommodate religious/cultural observances.
- Establish peer support groups.

Interagency activities

- Develop a network of people in the district, province, and other jurisdictions for support and information exchange.
- Facilitate sessions involving key school and community people to develop implementation and monitoring plans and identify goals and objectives, strengths and resources, barriers and obstacles, strategies for overcoming obstacles, responsibilities, and indicators of success.

Resources

Organizations

Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA)

385 South Boundary Road
Vancouver BC V5K 4S1
Tel: (604) 298-5949
Fax: (604) 298-0747
<http://www.amssa.org>

BC Parents for French

203-1002 Auckland Street
New Westminster BC V3M 1K8
Tel: (604) 524-0134 1-800-665-1222
Fax: (604) 524-0135

Canadian Language Network

2144 Cornwall Street
Regina SK S4P 2K7
Tel: (306) 780-9468
Fax: (306) 780-9470
E-mail: e-sohlcIn@sasknet.sk.ca/SCCO/
<http://www.canadianlanguages.com>

Coalition of Visible Minority Peoples of BC

310-171 Street
Surrey BC V4P 2Y8
Tel: (604) 599-3238
Fax: (604) 254-3932

English as a Second Language PSA

c/o BC Teachers' Federation
100-550 West 6th Avenue
Vancouver BC V5Z 4P2
Tel: (604) 871-2283 Fax: (604) 871-2294
<http://bctf.bc.ca/psas/ESLPSA>

**Francophone Education Authority
(Conseil scolaire francophone de la Colombie-Britannique)**

280-10991 Shellbridge Way
Richmond BC V6X 3C6
Tel: (604) 214-2600
Fax: (604) 214-9881
<http://www.csf.bc.ca>

Immigrant and Visible Minority Women of BC

102-4716 Hazel Street
Burnaby BC V5H 1S6
Tel: (604) 294-5993
Fax: (604) 438-5993

Immigrant Services Society of BC

501-333 Terminal Avenue
Vancouver BC V6A 2L7
Tel: (604) 684-2561
Fax: (604) 684-2266
<http://www.issbc.org/ace>

Indo-Canadian Women's Organization

PO Box 508, 7107 C 120th Street
Delta BC V4E 2A9
Tel: (604) 271-7144
Fax: (604) 261-7220

**Multilingual Orientation Service for Immigrant Communities
(MOSAIC)**

2nd Floor, 1522 Commercial Drive
Vancouver BC V5L 3Y2
Tel: (604) 254-0244
Fax: (604) 254-3932
<http://www.comosaic.bcm>

**United Chinese Community Enrichment Services Society
(S.U.C.C.E.S.S.)**

2A-555 North Road
Coquitlam BC V3J 1N8
and

114-136 Westwood Mall,
3000 Lougheed Highway
Coquitlam BC V3B 1C5
Tel: (604) 936-5900
Fax: (604) 936-7280
<http://www.success.bc.ca>

Vancouver Multicultural Society of BC

1254 West 7th Avenue
Vancouver BC V6H 1B6
Tel: (604) 731-4648
Fax: (604) 731-4647

Web sites

BC Teachers of English as an Additional Language (BC TEAL)

<http://www.vcn.bc.ca/bctéal/index.htm>

Advances the profession of teaching English as an additional language in BC through professional development, promotion of standards, advocacy, and representation of ESL professionals.

Canadian Association of Second Language Teachers (CASLT)

<http://www.caslt.org/index.htm>

Info Exchange, CASLT Info, Professional Development, Publications.

Canadian Languages Network (CLN/RCL)

<http://www3.sk.sympatico.ca/theb/home.htm>

Information on the Network, FAQ, What's New, Associations and Language Schools, Links.

ESL Links

<http://www.aitech.ac.jp/~iteslj/index.html>

Internet TESL journal for teachers of English as a second language. Contains articles, research papers, lesson plans, classroom handouts, teaching ideas, and links of interest to ESL teachers.

ESL Cafe/Discussion Centre

<http://www.eslcafe.com/discussion>

“Cafe/Discussion Centre” for students of English as a Second Language and their teachers. Student topics include Current Events, Food, Holidays, Learning English, Movies, and Music. Teachers are talking about Activities and Games, Computer Assisted Language Learning, Employment, English for Specific Purposes, Teaching-Learning Material, and Teaching Tips.

Instant Access Treasure Chest: The Foreign Language Teacher’s Guide to Learning Disabilities

<http://www.fln.vcu.edu/ld/ld.html>

Resource guide for learning disabilities and foreign language.

National Clearinghouse for Bilingual Education (NCBE)

<http://www.ncbe.gwu.edu/about.htm>

Collects, analyses, and disseminates information relating to the effective education of linguistically and culturally diverse learners in the U.S.

Resources for Speakers of Other Languages

<http://stw.ed.gov/products/html/1076.htm>

U.S. National STW Office’s list of books, brochures, and other resources for speakers of other languages, including Spanish, Cambodian, Chinese, Korean, Laotian, Russian, and Vietnamese.

TESL Resource Guide, Main Page

<http://www.nald.ca/province/nb/tesl/guide.htm>

A New Brunswick Department of Education “slide show” presentation. Understanding Second Language Learning, Tips for Tutors, Activities, Teaching and Learning Methods.

Print materials

Bruns, D.A. and Fowler, S.A. (1999). Designing culturally sensitive transition plans for young children and their families. *Teaching Exceptional Children*, 31(5), 26–31.

Career equity for youth: Career counselling with diverse populations. (1994). Toronto, ON: Guidance Centre.

Melnyk, J. (1996). *Diversity tips for workplace success.* Calgary, AB: Springboard Consulting.

Students with Intellectual Disabilities

Students with intellectual disabilities develop at a below-average rate and experience difficulty in learning and social adjustment. A student is considered to have an intellectual disability if intellectual and adaptive functioning is found significantly below the norm through standardized testing. These students may require specific instruction in the following adaptive skill areas:

- communication
- self-care
- home living
- community use and access
- self-direction
- health and safety
- functional academics
- leisure
- work.

These limitations can adversely affect a student's educational performance. The ability of individuals with intellectual disabilities to succeed in the community directly relates to the amount of training and support they receive while in school and the strength of the circle of key people in their lives.

There is wide variation in the strengths and skills of students with intellectual disabilities, from mild to severe and profound impairments. The effects of intellectual disability vary considerably among people, just as the range of abilities varies considerably among people who do not have intellectual disabilities. Many learn to live independently and to be self-supporting, while others need ongoing support along a continuum of services. (For a more detailed explanation of the characteristics of students with intellectual disabilities, see the Ministry of Education document *Students with Intellectual Disabilities: A Resource Guide for Teachers*).

Including students in career/life transition planning activities

Students with intellectual disabilities have the capacity to learn, develop, and grow, and the majority of these individuals can become productive and full participants in society given the necessary accommodations and

supports. To arrive at the best accommodations for individuals with intellectual disabilities, work with the students, their families, and other support personnel to determine the best accommodation to meet the students' needs. The lists presented below include possible strategies to ensure that students with intellectual disabilities have equal access to and full participation in career/life transition planning activities.

Planning activities

- Develop an appropriate Individual Education Plan (IEP), including individual career/life transition planning goals, to ensure an effective approach to learning and to meet community experience, employment, post-school adult living, and, where appropriate, daily living and social skills needs. This plan should address career development plans, post-secondary education options, in-school job training, out-of-school job coaching, and ongoing job skill maintenance supports that are essential to achieving identified employment objectives.
- Consider using the Planning Alternative Tomorrows with Hope (PATH) process to develop a plan for the career/life transition needs of a student with an intellectual disability. PATH is a simple but useful framework on which to hang other, more specific plans such as IEPs. It is important that representatives from post-school services participate in this planning process with the student and the student's family. (See Appendix 3: PATH and MAPS, for further information on individual transition planning processes.)
- Allow students to participate, whenever possible, in determining the direction of the services they receive and what their outcomes should be.
- Consider and plan for transitional needs across the life span.
- Encourage students to take the lead in career planning.

Assessment activities

- Meet with the student and the parents early in the school year to help determine the student's individual learning needs.
- Assess future living, educational, and vocational environments and identify skills that will be needed in order for a student to function as independently as possible.
- Assess and consider a student's strengths and weaknesses as goals are outlined in IEPs and transition planning.

- Conduct a vocational assessment to measure a student's ability to master skills associated with real work situations and to identify training needs.

Instructional/school activities

- Modify instruction to meet individual learning needs as they arise.
- Teach individuals how to recognize and articulate strengths and weaknesses.
- Use concrete, age-appropriate materials for instruction.
- Present information and instruction in small, sequential steps.
- Teach functional academics.
- Incorporate informal choice-making and turn-taking into curriculum.
- Increase the student's self-esteem, self-control, and self-awareness.
- Provide opportunities for students to practise daily living, problem-solving, and social skills.
- Provide consistent feedback and positive reinforcement.
- Model appropriate behaviour.
- Educate students to become good citizens by helping them to learn the rules and guidelines for appropriate behaviour.
- Teach self-advocacy and personal empowerment skills.
- Teach the student how to manage the disability.
- Simplify the scope and language of written vocational and career information.
- Teach tasks or skills that students will use frequently, and do this regularly.
- Teach general job skills such as completing job applications, being interviewed, and developing résumés.
- Give daily tasks instruction in small sequential steps. If necessary, provide a picture card of daily tasks.
- Teach social and environmental cues, such as where and when to perform a task.
- Teach students to transfer skills to environments outside the school.
- Model appropriate social and job skills.

- Provide a balance of peer interactions with students with and without disabilities.
- Establish peer support groups.

Instructional/community activities

- Actively encourage and involve students in career education and job-seeking activities.
- Introduce early in the student's educational experience tasks or skills that they will use frequently (e.g., use of public transportation, money handling, job-seeking skills, volunteering, socialization skills, driver education).
- Encourage the student to participate in career preparation, co-operative education, and other vocational education programs with work-based experiences.
- Provide opportunities to explore paid work experiences.
- Provide volunteer experiences to help form student expectations.
- Teach students how to get around the community using public transportation or to learn how to identify a network of people who can provide rides safely.
- Link the student with recreational and social activities.
- Encourage students to participate in community activities of interest.
- Keep the work tasks structured.
- Involve members of the community in the learning process, especially for instruction in vocational, community, and recreational goals.

Support services

- Utilize a network of friends and family to locate jobs.
- Allow for flexible scheduling options to allow students the opportunity to participate in programs such as job shadowing without unduly affecting the school schedule.
- Provide work mentors or job coaches to help identify, choose, and utilize needed supports at the level the student prefers.
- Establish natural supports in the work environment.
- Encourage interaction with non-disabled employees.
- Develop co-operative relationships with employers.

Interagency activities

- Encourage collaboration among work experience co-ordinators, career programs, special education teachers, and district resources.
- Occupational and career orientations are extremely important in secondary school; invite outside speakers from different careers into the classroom to share information about their jobs using visual and tactile presentations, and encourage students to visit different jobs to gain understanding.
- Establish links with Vocational Rehabilitative Services and other adult agencies to assist with job development, job analysis, individual assessment, job matching, and job-site training.

Resources**Organizations****BC Association for Community Living**

300-30 East 6th Avenue
Vancouver BC V5T 4P4
Tel: (604) 875-1119
Fax: (604) 875-6744
E-mail: bcacl@vcn.bc.ca
<http://www.vcn.bc.ca/bcacl/welcome.html>

BC Self-Advocacy Foundation

3rd Floor, 30 East 6th Avenue
Vancouver BC V5T 4P4
Tel: (604) 875-1119
Fax: (519) 875-6744

Canadian Association for Williams Syndrome

PO Box 2115
Vancouver BC V6B 3T5
Tel: (604) 852-2662
Fax: (604) 855-0032

Canadian Down Syndrome Society

14740-89A Avenue
Surrey BC V8R 7Z9
Tel: (604) 930-1113
<http://www.cdss.ca>
<http://www.cgocable.net/~rettsont/RSRCC.htm>

Rett Syndrome Resource Centre Canada

67 Wendy Crescent
London ON N5X 3J7
Tel: (519) 850-RETT
Fax: (519) 850-1272
E-mail: rettcentre@home.com

Web sites

BC Association for Community Living

<http://www.vcn.bc.ca/bcacl>

Provides information about community living in BC, including links to local associations in the province; information about family, advocacy, self-advocacy, and education issues; community supports; and other areas.

Mobility International USA

<http://www.miusa.org/women/checklst.html>

Includes guidelines for girls and women with disabilities to help them address issues of universal access in various international organizations and projects.

National Down Syndrome Society

<http://www.ndss.org>

Aims to increase public awareness about Down syndrome, assist families in addressing the needs of children born with this genetic condition, and sponsor and encourage scientific research.

**Students with Intellectual Disabilities:
A Resource Guide for Teachers**

<http://www.bced.gov.bc.ca/specialed/sid/contents.html>

Resource guide contains practical suggestions for teachers. Includes information about the nature of intellectual disabilities; preparing to teach students and sources of support; involvement in the transitions and changes that will occur from K to 12 and beyond; tips for teachers covering a wide range of topics; case studies; and resources and references.

Williams Syndrome

<http://www.autism.org.williams.html>

Aims to increase public awareness about Williams Syndrome and assist families in addressing the needs of children born with this genetic disorder characterized by mild mental retardation.

Print materials

Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs*. Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.

Moon, M.S., Inge, K.H., Wehman, P., Brooke, V., and Barcus, J.M. (1990). *Helping persons with severe mental retardation get and keep employment: Supported employment strategies and outcomes*. Baltimore, MD: Paul H. Brookes Publishing Co.

National Information Center for Children and Youth with Disabilities. (1999). Helping students with cognitive disabilities find and keep a job. *NICHY Technical Assistance Guide, 3*. Washington, DC: Author.

Wehman, P. (1996) *Life Beyond the Classroom: Transition strategies for young people with disabilities*. 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co.

Students with Severe Learning Disabilities

Learning disabilities affect people at all levels of intelligence, including people with average or above-average intelligence. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Learning disabilities are not caused by visual, hearing, physical, or psychiatric disabilities, although students with other disabilities can also have learning disabilities.

Students with severe learning disabilities are those who demonstrate severe difficulties in the acquisition of basic pre-academic skills and academic skills, and a significant weakness in one or more cognitive processes (e.g., perception, memory, attention, receptive or expressive language abilities, visual-spatial abilities) relative to overall intellectual functioning, as measured by norm-referenced assessment instruments, which directly affects learning and school performance.

Common characteristics seen in children with severe learning disabilities include difficulty receiving, retaining and processing information, hyperactivity, difficulty focussing attention and concentration, and perceptual co-ordination problems. These difficulties may manifest themselves in one or more areas of reading, listening, paying attention, speaking, spelling, writing, problem solving, spatial relationships, perception, co-ordination, memory, reasoning, organization, and planning. Other traits that may be present include a variety of symptoms such as uneven and unpredictable test performance, perceptual impairments, motor disorders, and behaviours such as impulsiveness, low tolerance for frustration, and problems in handling day-to-day social interactions and situations. Some students with severe learning disabilities have problems processing spoken instructions and other auditory information, while others have problems with visual information such as written instructions.

Learning disabilities, because they are not readily visible, are often called “hidden disabilities.” As a result, people are often unable to accept the difficulties and problems experienced by learners. Helping the students and parents to accept and understand the student’s learning disability provides the basis for overcoming any feelings of denial that problems exist. Students are better able to take responsibility for their successes and setbacks when they:

- are able to understand their skills, strengths, and needs;
- have developed effective strategies for learning; and

- know how to set goals and achieve them are able to take responsibility for both their successes and setbacks.

Students who know what resources are available and how to use them are more likely to become self-determined individuals in both post-secondary and employment settings.

(For a more detailed explanation of the characteristics of students with learning disabilities, see the Ministry of Education documents *Teaching Students with Learning and Behavioural Differences*, *Teaching Students with Attention-Deficit/Hyperactivity Disorder: A Resource Guide for Teachers*, and *Teaching Students with Fetal Alcohol Syndrome/Effects: A Resource Guide for Teachers*.)

Including students in career/life transition planning activities

Students with learning disabilities may or may not need accommodations to their career/life transition planning. Many students with learning disabilities have already developed independent strategies. When accommodating a student with a learning disability, first meet with the parents and the student as early as possible in the school year to determine individual needs.

The lists presented below include possible strategies to ensure that students with learning disabilities have equal access to and full participation in career/life transition planning activities.

Planning activities

- Meet with the student and the parents early in the school year to help determine individual learning needs.
- Encourage students to take an active role in Individual Education Plan (IEP) development.
- Develop an appropriate IEP, including individual career/life transition planning goals, to ensure an effective approach to learning and to meet community experience, employment, post-school adult living, and, where appropriate, daily living and social skills needs. This plan should address career development plans, post-secondary education options, in-school job training, out-of-school job coaching, and ongoing job skill maintenance supports that are essential to achieving identified employment objectives.

- Plan an educational program that may include vocational education and paid work experiences.
- Co-ordinate support efforts with the student and his or her family.

Assessment activities

- Refer to other professionals for a thorough assessment.
- Conduct an assessment to determine vocational strengths, weaknesses, interests, and preferences.
- Ensure that the diagnostic information obtained will meet adult service agency requirements.
- Engage in student-specific job development activities. Consider a variety of approaches to gathering information and helping the student define a vocational goal, including home visits, informed psycho-social assessment, situational assessment, career exploration, functional résumés, and student portfolios.

Instructional/school activities

- Make career education an integral part of the student's education program.
- Teach compensation strategies, such as taking oral tests instead of written, highlighting key points, getting help from peers, and using computers, manuals on tape, and calculators.
- Help the student to increase his or her self-esteem, self-control, and self-awareness through the development of social interaction skills (e.g., interpreting non-verbal communication cues).
- Focus on the learning style of the student and adapt the activities accordingly.
- Provide opportunities for success in a supportive atmosphere to help build self-esteem.
- Highlight pertinent information on office memos.
- Write down and prioritize daily tasks.
- Colour-code files.
- Teach organizational skills and monitor student's use.
- Teach self-check procedures, such as using a pocket calendar to keep an accurate and organized schedule.
- Offer training in study skills, time management, organizational skills, and test-taking.

- Teach specific strategies to deal with behaviour before it occurs.
- Allow for flexibility in classroom procedure (e.g., allowing the use of tape recorders for note taking).
- Use behaviour checklists, skills inventories, and personality profiles to describe a student's strengths and needs in order to assist the student in understanding his or her disabilities and to develop self-monitoring or compensatory strategies.
- Encourage exploration of a variety of vocational interests.
- Encourage students to get involved in educational programs that integrate academic and vocational learning.
- Allow for extra time and/or quiet areas to complete work assignments.
- Teach self-determination strategies so that students may gain a greater understanding of themselves and learn how to communicate their strengths and accommodation needs both in school and in the community.
- Teach individuals when it is appropriate to disclose disability and how to articulate strengths and weaknesses.
- Assist in developing social networks if requested.
- Introduce a few strategies at a time and teach self-check procedures.
- Use graphics, diagrams, and flow charts where possible.
- Provide necessary assistive technology.

Instructional/community activities

- Encourage the student to participate in career preparation, co-operative education, secondary school apprenticeship, and other vocational education programs with community-based work experiences.
- Provide job shadowing experiences.
- Allow for a range of employment opportunities, including paid employment situations.
- Provide volunteer opportunities to help form student expectations.
- Provide positive reinforcement and immediate feedback regarding work habits and skills acquisition.
- Encourage students to participate in community activities of interest.
- Share work expectations with the student.

- Link the student with recreational and social activities (e.g., dances, ski clubs, basketball teams, community programs for youth).
- Clarify workplace manuals and refine organizational flowcharts for job clarity.
- Consider flextime for individuals who have difficulties managing their time.
- Provide spelling lists specific to the workplace.
- Restructure the job to capitalize on individual strengths. Combine visual and auditory instruction methods if one mode is more effective than the other. Some modifications may include:
 - modifying work schedules
 - altering how examinations, training materials, or policies are presented
 - providing qualified readers
 - acquiring or modifying equipment or devices.

Support services

- Establish workplace mentors or job coaches.
- Establish peer support groups.
- Help the student to identify possible mentors who may assist with feedback about behaviour and communication needs in both school and employment settings.
- Co-ordinate technical assistance and specialized support for employers.

Interagency activities

- Be familiar with the resources in your school and your community.
- Establish rapport with local organizations and associations (e.g., Learning Disabilities Association).

Resources

Organizations

Attention Deficit Disorder Support Resource Society

242 Osborne Avenue
New Westminster BC V3L 1Y8
Tel: (604) 524-9183
Fax: (604) 524-9123
E-mail: add@intergate.bc.ca

BC Fetal Alcohol Syndrome Association

302-11965 Fraser Street
Maple Ridge BC V2X 8H7
Tel: (604) 467-5591
Fax: (604) 467-5508

International Dyslexia Association, BC Branch

104-1260 Hornby Street
Vancouver BC V3W 2P4
Tel: (604) 669-5811
Fax: (604) 669-5161

Invisible Learning Disabilities Association of British Columbia (South Vancouver Island Chapter)

1524 Fort Street
Victoria BC V8S 5J2
Tel: (250) 370-9513
Fax: (250) 370-9421

Learning Assistance Teachers Association (PSA)

c/o Highlands Elementary School
3300-7th Street South
Cranbrook BC V1C 5G3
Tel: (604) 489-4391
Fax: (604) 489-0600
<http://www.bctf.bc.ca/psas/LATA>

Learning Disabilities Association of British Columbia (LDABC)

3rd Floor, 210 West Broadway
Vancouver BC V5Y 3W2
Tel: (604) 873-8139
Fax: (604) 873-8140

Literacy BC

c/o Adult Literacy Contact Centre
622-510 West Hastings Street
Vancouver BC V6B 1L8
Tel: (604) 684-0624
Fax: (604) 684-8520
<http://www.nald.ca/lbc.htm>

**Parent Support Group for Children and Adults with Attention
Deficit Disorders, BC Chapter**

PO Box 1707
Oliver BC V0H 1T0
Tel: (250) 498-4854
Fax: (250) 498-6266

Web sites

Children and Adults with Attention Deficit Disorders

<http://www.chadd.org>

A non-profit, parent-based organization formed to better the lives of individuals with attention deficit disorders and those who care for them.

The Dyslexia Archive: Specific Learning Difficulties

<http://www.hensa.ac.uk/dyslexia.html>

Growing collection of up-to-date material covering all aspects of dyslexia.

National Organization on Fetal Alcohol Syndrome (NOFAS)

<http://www.nofas.org>

A non-profit organization dedicated to eliminating birth defects caused by alcohol consumption during pregnancy and to improving the quality of life for those individuals and families affected. Has piloted many of its programs in Native American communities and continues to take a multicultural approach to prevention and healing in communities.

The Learning Disabilities Associations of Canada

<http://www.usask.ca/psychiatry/LD.html>

Provides contact information about provincial learning disability association partners in Canada.

Teaching Students with Attention-Deficit/Hyperactivity Disorder: A Resource Guide for Teachers

<http://www.bced.gov.bc.ca/specialed/adhd/toc.htm>

Intended to assist teachers in planning and providing supports for students who display the characteristics associated with AD/HD. In some cases, a formal diagnosis has been made or assessment has been requested. In other cases, the student needs support to achieve success even though a diagnosis has not been made.

Teaching Students with Fetal Alcohol Syndrome/Effects: A Resource Guide for Teachers:

<http://www.bced.gov.bc.ca/specialed/fas/contents.htm>

Organized around areas of concern identified by experienced classroom and integration support teachers.

Teaching Students with Learning and Behavioural Differences

<http://www.bced.gov.bc.ca/specialed/landbdif/toc.html>

Manual designed to support teachers as they strive to help students with learning and behavioural difficulties succeed in the classroom.

Print materials

American Guidance Service, Inc. (1991). *Tools for transition: Preparing students with learning disabilities for post-secondary education*. Circle Pines, MN: American Guidance Service.

Clement-Heist, K. (1992). Simulated and in situ vocational social skills training for youth with learning disabilities. *Exceptional Children*, 58(5), 336–345.

Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs*. Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.

Lyon, G. R. (1996). Learning disabilities. *The Future of Children*, 6(1), 54–76.

- Reiff, H. B. and deFur, S. (1992). Transition for youth with learning disabilities: A focus on developing independence. *Learning Disability Quarterly*, 15(4), 237–249.
- Ryan, A. G. and Proice, L. Adults with LD in the 1990s. *Intervention in School and Clinic*, 28(1), 6–20.
- Hutchinson, N. and Taves, R. A. (1994). *Why Not Me? Career Development for Youth with Learning Disabilities*. Ottawa, ON: Canadian Career Development Foundation.
- Reisman, E.S. (1993). Supervising employees with learning disabilities. Revised Edition. Guidelines. (ERIC Document Reproduction Service No. ED363036).
- Washburn, W. (1994). Vocational entry-skills for secondary and adult students with learning disabilities. A teacher's guide to implementing the ITP. Vocational entry skills. Student workbook. Revised edition. Novato, CA: Academic Therapy Publications.
- Wehman, P. (1996). *Life beyond the classroom: Transition strategies for young people with disabilities*. 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co.

Video

- A Different Way of Learning: The Employee with a Learning Disability*
Aimed at employers and offers practical suggestions and valuable information on understanding the ways for accommodating employees with learning disabilities. Commissioned by the Learning Disabilities Association of Ontario. For further information, see <http://www.myna.com/~jbrodie/ld.htm>

Students Who Are Gifted

Students are considered gifted when they possess demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. They often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, students who are gifted may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

Early identification of students who are gifted is an important element in planning and delivering appropriate educational programs. Some gifted students whose abilities are not identified and addressed early may exhibit secondary emotional and behavioural difficulties. District screening and identification procedures should be in place to ensure consistency of access to programs designed to support gifted students. Every effort should be made to ensure that screening and identification procedures are unbiased with respect to language, culture, gender, physical ability, and learning or other disability.

Differentiated services should be provided to meet the diverse needs of the exceptionally capable learner. Since students who are gifted form a heterogeneous population, their individual needs, experiences, aptitudes, and interests vary. The current needs and interests of the student may also change frequently. Many gifted students have a difficult time making decisions, particularly those which are future-focussed, given that they experience multi-potentiality—the ability to succeed in many areas. Without support, they are prone to changing post-secondary educational and career goals numerous times. (For a more detailed explanation of the characteristics of students who are gifted, see the Ministry of Education document *Gifted Education: A Resource Guide for Teachers*).

Since no single program modification model can provide strategies that will apply to content, process, product, pacing, and learning environment, teachers of gifted students will need to draw from one or more models in order to provide an appropriate educational program that meets the individual needs of the student. This should be reflected in the student's Individual Education Plan (IEP). Programs for students who are gifted often require a blend of opportunities available in both the school and the community. The more extraordinary the abilities of the student, the more necessary it becomes to expand the options beyond the regular classroom. Differentiated curriculum opportunities

need to be designed and programming needs to be varied and flexible (classroom-based, school-based, district-based).

Including students in career/life transition planning activities

Although parents and teachers may concern themselves with academic planning for gifted and talented students, there is a common misconception that career planning will essentially take care of itself. However, research indicates that exceptional talent in one or more areas does not readily translate into adult satisfaction and accomplishment in the workforce. Studies show that the transition from secondary school to life beyond the classroom is complicated by social/emotional problems and needs of gifted students that differ from their more typical peers.

The lists presented below include possible strategies to ensure that gifted students have equal access to and full participation in career/life transition planning activities.

Planning activities

- Meet with the student and parents as early as possible in the school year to help determine individual career/life transition needs.
- From this meeting and from previous school records, develop an IEP that includes individual career/life transition planning goals to ensure an effective approach to learning and to meet cognitive, physical, social, and post-secondary goals.
- Encourage the student to take a lead in IEP development.
- Help the student identify internal and external barriers to the achievement of career goals and develop strategies to overcome them.
- Focus on social development/relationships in the IEP.

Assessment activities

- Focus efforts on assisting students in developing a sense of confidence about the future and the ability to set goals and envision new careers.
- Prepare students for entering a university setting by assessing their masteries of skills and knowledge and their abilities to reflect on ideas, analyse other points of view, and make decisions effectively.

- Discourage female students from selling themselves short by selecting a stereotypical career choice or academic pursuit.
- Encourage the development of self-understanding—for example, recognizing and using one’s abilities, becoming self-directed, and appreciating likenesses and differences between oneself and others. Some gifted students experience periods of feeling isolated because they think differently from many of their classmates.

Instructional/school activities

- Encourage focussing activities such as class projects that require goal setting and follow-through.
- Provide opportunities for students to interact and work with both same-age and intellectual peers.
- Encourage students to take courses related to areas of interest or talent.
- Reduce the student’s feeling of isolation by encouraging him or her to study the personalities, backgrounds, motivations, difficulties, and successes of other gifted people; such a study can lead to understanding of self.
- Accommodate and encourage various student learning styles.
- Allow for free time (this helps students develop the ability to make decisions).
- Use biographies of eminent people as primary career education materials.
- Adapt curriculum and/or supply students with replacement work in order to avoid redundancy.
- Encourage structured group work.
- Teach students boundary-setting skills—ensure that they don’t overload themselves with academic courses and extracurricular activities for the sake of involvement.
- Encourage students to use calendars/timetables in order to organize time.
- Expose students to atypical career models.
- Ensure that career exploration is not sex-role stereotyped. The needs of gifted students are different for males and females—perhaps more so than for any other group with diverse needs. Gifted females are less likely to achieve their full potential than their male counterparts.

- Provide opportunities for challenge and encourage students to become independent learners.
- Submit student products for publication in school or community sources.
- Allow flexibility in the way work tasks are customarily done.
- Hold students accountable for their actions and explore reasons for misbehaviour (the student may be overly bored in the regular classroom if the curriculum isn't modified).
- Nurture the development of positive self-esteem.
- Establish expectations and consequences. Expect acceptable and appropriate behaviour.

Instructional/community activities

- Allow for dual or part-time participation in higher-level courses.
- Encourage the student to participate in career preparation, co-operative education and secondary school apprenticeship programs, and other work experiences.
- Explore possibilities of paid internships with professionals.
- Provide experiences relevant to the student's talent; this may include working as a counsellor at a summer fine arts, computer, or science camp for young children.
- Introduce volunteer activities early in junior secondary grades and promote the level of commitment as the student matures.
- Provide opportunities for the student to socialize with peers with similar interests/talents (attending a science or computer camp, joining a student orchestra).
- Allow for a range of employment opportunities, including paid employment situations.
- Provide opportunities for the students to learn about people in their areas of interest or talent. They may, for example, visit an inventor's or artist's workshop, a scientist's laboratory, or a math professor's class.
- Encourage students to participate in community activities of interest.

Support services

- Offer career counselling and career exploration to help the students recognize, understand, and broaden their career choices.
- Allow the student to establish a relationship with a mentor in the area of interest.
- Include someone with knowledge specific to the student's interest or talent as a member of the school-based team.
- Establish peer support and parent support groups.

Interagency activities

- Develop a network of people in the district, province, and other jurisdictions for support and information exchange.
- Present work/projects to outside audiences or community groups.

Resources**Organizations****Association of Educators of the Gifted, Talented and Creative Children of BC**

c/o BC Teachers' Federation
100-550 West 6th Avenue
Vancouver BC V5Z 4P2
Tel: (604) 871-2283
Fax: (604) 871-2294
<http://www.acs.ucalgary.ca/~gifteduc>

Centre for Gifted Education

University of Calgary
170 Education Block,
2500 University Drive NW
Calgary AB T2N 1N4
Tel: (403) 220 7799
Fax: (403) 210 2068
E-mail: gifteduc@acs.ucalgary.ca

Gifted Children's Association of BC

PO Box 56589 Lougheed Mall Postal Outlet
Burnaby BC V3J 7W2
<http://www.vcn.bc.ca/gca>

Ontario Association for Bright Children

2 Bloor Street West, Suite 100-156
Toronto ON M4W 2G7
Tel: (416) 925-6136 (answering service)
<http://www.creditvalley.com>

Web sites

Centre for Gifted Education (Calgary AB)

<http://www.acs.ucalgary.ca/~gifteduc>
Provides a directory of academic programs, parent programs, children's programs, services for schools, information services, conference information, and newsletters.

Gifted Children's Association of BC

<http://www.vcn.bc.ca/gca>
Provides information on programs and workshops about gifted learners, support groups for parents, peer contacts for students, children's programs; maintains a provincial library of books, videos and audiotapes; produces Bright Connections newsletter.

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches

<http://www.stw.ed.gov/products/html/1543.htm>
Identifies exemplary Gifted Education/School-to-Work (STW) models. Five best practices and six unique approaches are profiled.

Print materials

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Students with Severe Behaviour Disorders

Students with severe behaviour disorders are those who exhibit antisocial, extremely disruptive behaviours in the school and in most other environments, consistently and persistently over time. Students with severe behaviour disorders are also those who exhibit mental health conditions that manifest themselves in profound withdrawal or other internalizing behaviours. These individuals generally have histories of profound problems and present as very difficult to manage, vulnerable students who are seriously at risk in classroom situations without extensive support.

Students with mental health disorders are those who experience or have experienced disturbed thoughts, feelings, or behaviours. They may have difficulty coping with emotions, or be depressed, anxious, or agitated. Some of the most common mental health disorders are schizophrenia, depression, bipolar disorder, anxiety disorders, and personality disorders.

Students who have severe behaviour disorders may exhibit:

- aggression/self-injurious behaviour (acting out, fighting) and hyperactivity (short attention span, impulsiveness)
- behaviour associated with negative or undesirable psychological states, such as excessive fear or anxiety, withdrawal (failure to initiate interaction with others, retreat from exchanges or social interactions), stress-related disorders, and depression
- behaviour related to social problems such as delinquency and substance abuse
- immaturity (inappropriate crying, temper tantrums, poor coping skills)

Students with severe behaviour disorders undertake behaviours that are:

- serious enough to be known to school and school district personnel and other community agencies and to warrant intensive interventions by other community agencies beyond the school
- a serious risk to themselves or others, and/or significantly interfere with their academic progress and that of other students
- beyond the normal capacity of the school to manage, provided “normal capacity” is seen to include the typical special education interventions such as school-based counselling, rehabilitation programs, the use of alternative settings, and other means traditionally available in the school environment.

Career education should be a major part of secondary school activities for students with severe behaviour disorders. The educational programs for students with severe behaviour disorders should include attention to academic skills and the development of social skills, self-awareness, self-control, and self-determination. Access to intensive co-ordinated school/community intervention in collaboration with the family are key features of support made available to a student with a severe behaviour disorder. These interventions should be based on co-ordinated, inter-ministerial assessment planning and intervention processes that are required to manage and maintain the students in school and in their community.

Including students in career/life transition planning activities

Students with severe behaviour disorders should be recognized as the most in need from a community perspective. When accommodating a student with a severe behaviour disorder, first meet with the parents as early as possible in the school year to determine individual needs.

The lists presented below include possible strategies to ensure that students with severe behaviour disorders have equal access to and full participation in career/life transition planning activities.

Planning activities

- Meet with the student and the parents early in the school year to help determine the student's individual career/life transition needs.
- Encourage the student to play a lead role in Individual Education Plan (IEP) development and transition planning whenever possible.
- Work with other professionals as a team to help develop mutual career/life transition planning goals. It is important that representatives from various ministry agencies participate in this planning process with the student and the student's family.
- Develop an appropriate IEP, including individual career/life transition planning goals, to ensure an effective approach to learning and to meet community experience, employment, post-school adult living, and, where appropriate, daily living and social skills needs. This plan should address career development plans, post-secondary education options, in-school job training, out-of-school job coaching, and ongoing job skill maintenance supports that are essential to achieving identified employment objectives.

- Establish an inter-ministerial integrated case management plan.
- Utilize a network of the student's friends and family to locate jobs.
- Involve members of the community in the learning process, especially for instruction in vocational, community, and recreational goals.
- Encourage students to take the lead in career planning and identify their choices for the future.

Assessment activities

- Conduct an assessment to determine current abilities and potential vocational strengths, weaknesses, interests, and preferences.
- Conduct a vocational assessment to measure a student's ability to master skills associated with real work situations and to identify training needs.

Instructional/school activities

- Teach career skills, such as completing job applications, being interviewed, and developing résumés.
- Provide structure to the work tasks and reduce stimuli.
- Emphasize mastery of academic and vocational skills.
- Allow breaks to be scheduled according to individual need rather than a fixed schedule.
- Develop appropriate social and work behaviour skills through opportunities for repeated practice and reinforcement.
- Incorporate informal choice making and turn taking into activities.
- Teach appropriate verbal and nonverbal communication skills.
- Teach self-advocacy and personal empowerment skills.
- Increase the self-esteem, self-control, and self-awareness of the students by providing safe opportunities to confront the consequences of their decisions and by providing consistent feedback and positive reinforcement.
- Teach problem-solving skills.
- Determine the kinds of behaviours that are acceptable in the classroom and those that are not. Be as specific as possible. Intervene or stop behaviours that are detrimental to the student and/or other class members in a professional, understanding, but firm manner.
- State expectations and identify behaviours to be changed.

- Expect appropriate behaviour and work habits in the classroom and the workplace to reinforce that all students are responsible for their behaviour.
- Modify instruction to meet individual learning needs at a given specific time.
- Assist students in developing social networks.
- Use flexible scheduling options to allow students the opportunity to pursue career interests without unduly effecting the rest of their program.
- Teach individuals how to recognize and articulate strengths and weaknesses.
- Teach students to transfer skills to environments outside the school.
- Provide sufficient practice of new skills.

Instructional/community activities

- Engage in student-specific job development activities.
- Encourage the student to participate in career preparation, co-operative education, secondary school apprenticeship, and other vocational education programs with work-based experiences.
- Provide volunteer experiences to help form student expectations about the world of work and to increase awareness of choices in career opportunities.
- Provide opportunities to explore paid work experiences.
- Allow for time off for scheduled medical appointments or support groups.
- Allow for natural consequences; if a student continually acts out on a job and does not take steps to correct the disruptive behaviour, the best response may be the natural consequence of losing the job.
- Provide positive reinforcement and immediate and consistent feedback regarding work habits and skills acquisition.
- Actively encourage and involve students in social, hobby, sports, and other kinds of groups.
- Link the student with recreational and social activities (e.g., dances, ski clubs, basketball teams, community programs for youth).

Support services

- Assist in arranging necessary psychological or counselling services.
- Work with the school counsellor to identify and develop effective coping strategies for stress management.
- Teach social and environmental cues, such as where and when to perform a task.
- Provide work mentors or job coaches.
- Establish natural supports in the work environment.
- Provide peer support.

Interagency activities

- Establish links with community-based service agencies to assist with job development, job analysis, individual assessment, job matching, and job-site training.
- Co-ordinate services between the home, school, work, and the community.
- Collaborate with mental health and adult service agencies to ensure that service coverage connects the multiple needs of students with severe behaviour disorders and their families. This may include alternative education and storefront school programs that can provide skills instruction, peer counselling, life skills, and personal support.
- Encourage collaboration among work experience co-ordinators, career program teachers, special education teachers, and district resources.
- Utilize community-based employment consultants to educate employers, facilitate problem-solving and effective communication, and provide any necessary support.
- Occupational and career orientations are extremely important in secondary school; invite outside speakers from different careers into the classroom to share information about their jobs using visual and tactile presentations, and encourage students to visit different jobs to gain understanding.
- Establish rapport and co-operative relationships with local organizations, employers, and associations.

Resources

Organizations

BC Council for Children with Behavioural Disorders

2-2773 Barnet Highway
Coquitlam BC V3B 1C2
Tel: (604) 552-8513
Fax: (604) 552-8501

Canadian Mental Health Association, BC Disorders Division

Unit 1200-1111 Melville Street
Vancouver BC V6E 3V6
Tel: (604) 688-3234
Fax: (604) 668-3226
<http://www.cmha-bc.org/default.htm>

Web sites

Depression Central

<http://www.psycom.net/depression.central.html>

Information on the diagnosis, classification, and treatment of individuals suffering from any form of depressive illness.

Internet Mental Health

<http://www.mentalhealth.com>

Promotes improved understanding, diagnosis, and treatment of mental illness throughout the world.

Print materials

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Students Who Are Physically Dependent with Multiple Needs

Students who are physically dependent with multiple needs are completely reliant on others for meeting all major daily living needs. They will require assistance at all times for feeding, dressing, toileting, mobility, and personal hygiene. Without such assistance and personal care support, attendance at school would not be possible. Many students may also require health care as defined in the Inter-Ministerial Protocols. The estimated prevalence in British Columbia of school-age students requiring this very intense level of service is 0.07 percent of the student population.

Some students are born with conditions or disabilities that make them dependent, while others develop conditions or disabilities. For some students, increasing independence as they learn and grow is a reasonable expectation; for others, decreasing independence may occur due to degenerative conditions or terminal illness. A student with a degenerative and/or terminal condition who is or becomes dependent should have normal routines maintained as long as possible. Health care plans will need regular updating and will need to include emergency procedures to meet individual needs and circumstances.

The learning characteristics of students who are physically dependent with multiple needs include difficulties in generalization and transfer of training, problems with retention and retrieval of skills, difficulties with synthesizing and adapting information, and the need for more time and trials in learning and relearning.

Recent and ongoing technological advances in adaptive devices related to computer access, environmental controls, and augmented communication have greatly enhanced learning opportunities for students with dependent needs. The services of the Special Education Technology - British Columbia (SET-BC) as well as the services offered by Sunny Hill Health Centre for Children, G.F. Strong Rehabilitation Centre, and the Neil Squire Foundation may be appropriate for some of these students.

School districts should maintain current information that describes the student's sensory, intellectual, social/emotional, physical, and communicative abilities; orientation and mobility skills; and ability to perform activities of daily living at school. This information is best obtained through a multidisciplinary assessment process. A community-based instructional approach is recommended as the best way to meet

the unique needs of the student who is physically dependent with multiple needs. Such instruction uses the student's present and future environments to identify and analyse critical skills and activities, and draws on the teacher, family, student, and a variety of other support professionals to identify relevant goals and objectives.

Including students in career/life transition planning activities

Students with multiple needs retain new skills best when the instruction takes place in the setting in which a skill will be used. Instruction of the most basic skills must be carefully structured and planned. Because of the complexity of these students' dependencies, it is especially important to involve both the students and their families in developing a transition plan.

The lists presented below include possible strategies to ensure that students with severe and multiple disabilities have equal access to and full participation in career/life transition activities.

Planning activities

- Meet with the student, the parents, and all caregivers as early as possible in the school year to help determine the student's individual career/life transition needs.
- Encourage students to take an active role in their Individual Education Plan (IEP) development.
- From this meeting and from previous school records, develop an IEP that includes individual career/life transition planning goals to ensure an effective approach to learning and to meet community experience, employment, post-school adult living, and, where appropriate, daily living and social skills needs.
- Consider using the Planning Alternative Tomorrows with Hope (PATH) process to develop a plan for the transition needs of a student who is physically dependent with multiple needs. PATH is a simple but useful framework upon which to hang other, more specific plans, such as IEPs. It is important that representatives from post-secondary and community agency services participate in this planning process with the student and the student's family. (See Appendix 3: PATH and MAPS, for further information on individual transition planning and processes.)

- Develop programs with parents so that activities and approaches can be carried over to the home environment.
- Provide the student and family with current information regarding adult services; community agencies, programs, and service providers; financial assistance; transportation; equipment; education; housing; and employment training.
- Provide co-workers with training sessions on the nature of students who are dependent with multiple needs, offering specific suggestions for communicating with employees who are dependent with multiple needs. Where possible, this training could be presented by a person who is dependent with multiple needs.

Assessment activities

- Conduct an assessment to determine vocational strengths and weaknesses. Assessment should integrate information related to vision and hearing (sensory acuity), physical development, social adjustment, communicative competence, academic abilities, educational achievement, and vocational strengths, weaknesses, interests, and preferences.
- Ensure that psycho-educational assessment information obtained will meet adult service agency requirements.

Instructional/school activities

- Teach the student how to manage the disability (i.e., to communicate needs and personal choices, and participate in decision making).
- Utilize functional, age-appropriate, community-referenced curriculum materials.
- Nurture the development of positive self-esteem, self-control, and self-awareness through such activities as talking to students about their views of themselves and their social interactions, ensuring adolescents understand their diagnoses and possible effects, and encouraging/reinforcing behaviours related to competence and/or tolerance of failure.
- Teach self-care, functional, and age-appropriate social skills that meet as closely as possible the social standards associated with a variety of environments and work settings.
- Write down and verbalize simple task analysis.
- Keep the environment free from architectural barriers.

- Keep day-to-day tasks consistent and predictable.
- Teach skills in such a manner that they become automatic; for example, the teacher may greet students with a handshake each morning so they know exactly what to expect.
- Allow students time to become familiar with routines and environments; try to maintain these with as few variations as possible.
- Teach self-determination strategies so that students may gain a greater understanding of themselves and of how to communicate their strengths and accommodation needs both in school and in the community.
- Teach the student when it is appropriate to disclose disability and how to articulate strengths and weaknesses.
- Establish expectations and consequences; expect acceptable and appropriate behaviour.
- Encourage the development of a variety of relationships for friendship building, including older and younger children and children with or without special needs.
- Teach functional words needed for an out-of-school work setting through the use of videotaped instruction in the school.

Instructional/community activities

- Begin community-based instruction in elementary school (i.e., skills required for participation in the community).
- Teach vocational preparation skills (i.e., identification of personal values and beliefs, personal skills and knowledge, transferable skills, career challenges and possible solutions, résumé information, potential employers, the value of volunteer placements, and available community resources).
- Place students in positions in the community that capitalize on strengths.
- Encourage students to participate in community activities of interest.
- Provide volunteer experiences to help form realistic student expectations.
- Provide supported employment experiences.

- Utilize community-based instruction with frequent opportunities to demonstrate skills in the actual settings where they will be needed (i.e., vocational training at job sites and voluntary work settings).
- Develop work experience placements in integrated, competitive settings to help identify specific job task strengths or exploratory experiences.
- Allow for a flexible work schedule.
- Make arrangements in the work setting to provide medication, dietary needs, and self-care requirements.
- Identify and provide appropriate job modifications.
- Develop strategies that will allow social integration into the culture of the workplace (i.e., opportunities to develop friendships and social networks of support).

Support services

- Provide the necessary speech and language, occupational, behaviour, or physical therapies.
- Make use of technological devices, specifically computer applications and communication devices.
- Identify the anticipated personal assistance needs of the student as well as the available resources to meet those needs (e.g., family/friends/volunteers to provide transportation to/from work placements, and supportive co-workers or students to assist in moving around the school or workplace).
- Be familiar with and teach students how to use appropriate specialized equipment and adaptive aids to communicate and express themselves.
- Identify and link the student with a role model (i.e., an individual with a chronic health condition or who is physically dependent with multiple needs and who is successful) to provide practical information and to offer hope, inspiration, and encouragement.
- Develop natural supports (employee trainers, job coaches, or workplace mentors) and other supports key to the job setting to facilitate job acquisition, maintenance, and integration.
- Co-ordinate technical assistance and specialized support for employers
- Establish peer support groups.

Interagency activities

- Work with other professionals as a team to help the student lead a productive life; include parents, health care professionals, occupational/physical therapists, speech and language pathologists, other allied professionals, and adaptive technologists.
- Establish networks between the family, school, employer, and community service agencies.
- Establish partnerships with local organizations and adult services.

Resources

Organizations

Association for Persons with Severe Handicaps (TASH)

BC Chapter, Lower Mainland
24821-32nd Avenue
Aldergrove BC V4W 2A1
Tel: (604) 856-4778
Fax: (604) 856-3661

BC Council for Exceptional Children

c/o School District No. 38 (Richmond)
7811 Granville Avenue
Vancouver BC V5K 1K9
Tel: (604) 668-6057
Fax: (604) 875-6191

Provincial Integration Support Program

1525 Rowan Street
Victoria BC V8P 1X4
Tel: (250) 595-2088
Fax: (250) 592-5976
<http://www.set.gov.bc.ca/pisp/>

Web sites**Council for Exceptional Children (CEC)**

www.cec.sped.org

Professional development; educational policy; advocacy; special education

Print materials

Behrman, R. (ed.). (1995). Special education for youth with disabilities. *The Future of Children*, 6(1). David and Lucile Packard Foundation.

Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs*. Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.

Rosenberg, M.S. and Edmond-Rosenberg, I. (1994). *The special education source book*. Rockville, MD: Woodbine House.

Sowers, J., and Powers, L. (1991). *Vocational preparation and employment of students with physical and multiple disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

Wehman, P. (1996). *Life beyond the classroom: Transition strategies for young people with disabilities*. 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co.

Students Who Are Deafblind

Students with deafblindness have a degree of visual and auditory impairment that, when compounded, results in significant disabilities in developing communicative, educational, vocational, and social skills. To be considered deafblind, a student's vision and auditory impairments may range from partial sight to total blindness and from moderate to profound hearing loss. Many students with deafblindness have some residual vision and hearing and can use speech. Some are non-verbal and count on touch, while others use speech, signs, and gestures to communicate. Many only communicate through body movement; a student's mode of communication is therefore central to any career/life transition plan development.

School districts should have current information that describes the sensory acuities (vision and hearing), physical development, orientation and mobility (skills and knowledge), social development, academic abilities, educational achievement, and communicative competence of students who are deafblind. This information is best obtained through a multidisciplinary assessment process.

Including students in career/life transition planning activities

The needs of deafblind students vary. Therefore, instruction should be adapted and the educational program modified to reflect and facilitate the development of each student's education, vocational, and communication skills. When accommodating students who are deafblind, ask the students and their families what accommodation would best meet their needs. Many deafblind individuals have potentially useful hearing and/or vision that enhances potential for integration into the workplace.

The lists presented below include possible strategies to ensure that students who are deafblind have equal access to and full participation in career/life transition activities.

Planning activities

- Encourage students, where appropriate, to take an active role in their Individual Education Plan (IEP) development.
- Meet with the student and the parents as early as possible in the school year to help determine the student's individual career/life transition needs.

- From this meeting and from previous school records, develop an IEP that includes an individual career/life transition plan, to ensure an effective approach to learning and to meet cognitive, physical, social, and post-secondary goals.
- Use team planning to help the student lead a productive life; include, as appropriate, the student with deafblindness, family, vision teachers, teachers of the deaf and hearing impaired, occupational/physical therapists, speech and language pathologists, and other allied professionals.
- Consider using the Planning Alternative Tomorrows with Hope (PATH) process to develop a plan for the transition needs of a student who is physically dependent with multiple needs. PATH is a simple but useful framework on which to hang other, more specific plans, such as IEPs. It is important that representatives from post-school services participate in this planning process with the student and the student's family. (See Appendix 3: PATH and MAPS, for further information on individual transition planning processes.)
- Identify the anticipated personal assistance needs of the student as well as the resources available to meet those needs (e.g., family/friends/volunteers to provide transportation to/from work placements, supportive co-workers or students to assist in moving around the school or workplace).
- Provide training opportunities for personnel who will work with students who are deafblind.

Assessment activities

- Identify the student's strengths and interests.
- Perform preference assessments before work experience placement to identify work situations that involve work tasks that match the work preferences of the student.

Instructional/school activities

- Teach self-determination strategies so that students may gain a greater understanding of themselves and of how to communicate their strengths and accommodation needs both in school and in the community.
- Nurture the development of positive self-esteem, self-control, and self-awareness by talking to students about their views of themselves and their social interactions, ensuring adolescents understand their

diagnoses and possible effects, and encouraging/reinforcing behaviours related to competence and/or tolerance of failure.

- Teach students when it is appropriate to disclose disability and how to articulate strengths and weaknesses.
- Encourage the development of a variety of relationships for friendship building with older and younger children and children with or without special needs.
- Utilize functional, age-appropriate, community-referenced curriculum materials.
- Allow the student time to become familiar with routines and environments; try to maintain these with as few variations as possible.
- Teach the student how to manage the disability.
- Develop language skills.
- Allow for opportunities to explore a variety of career options.
- Teach mobility skills and arrange for appropriate adaptive aids.
- Teach self-care, functional, and age-appropriate social skills.
- Teach vocational preparation skills (i.e., identification of personal values and beliefs, personal skills and knowledge, transferable skills, career challenges and possible solutions, résumé information, potential employers, and available community resources).
- Keep the environment free of architectural barriers.
- Teach others to communicate with the student using modes of communication that the student will understand.
- Utilize community-based instruction with frequent opportunities to demonstrate skills in the actual settings where they will be needed (i.e., vocational training in real work settings).
- Allow for a flexible work schedule.
- Allow flexibility in the way work tasks are customarily done.

Instructional/Community Activities

- Develop job placements in integrated, competitive settings.
- Place students in positions that capitalize on strengths.
- Provide supported employment experiences.
- Provide volunteer experiences to help form student expectations.

- Develop strategies that will allow social integration into the culture of the workplace (i.e., opportunities to develop friendships and social networks of support).
- Encourage students to participate in community activities of interest.

Support Services

- Be familiar with and teach students how to use appropriate specialized equipment and adaptive aids to communicate and express themselves.
- Work with the school counsellor to identify and develop effective coping strategies for stress management.
- Provide the necessary speech and language, occupational, or physical therapy.
- Provide employers with a clear understanding of their involvement with each student and how to most effectively support him or her.
- Make use of technological devices, specifically computer applications and alternative communication devices.
- Keep day-to-day tasks consistent and predictable.
- Establish peer support groups.
- Identify and link the student with a role model (i.e., a successful individual who has a chronic health condition or who is physically dependent with multiple needs) to provide practical information and to offer hope, inspiration, and encouragement.
- Establish natural work supports (i.e., work-place mentors or job coaches).
- Offer first aid instruction to the student's teachers, employers, and co-workers.
- Establish expectations and consequences.
- Expect acceptable and appropriate behaviour.

Interagency Activities

- Establish links with community service providers (e.g., housing, Vocational Rehabilitation Services, and independent living).
- Establish networks among the family, school, employer, and community service agencies.

Resources

Organizations

Canadian Deaf/Blind and Rubella Association, BC Chapter

150-5055 Joyce Street
Vancouver BC V5R 6B2
Tel: (604) 436-1882
<http://www.sd38.bc.ca/POP/default.html>

Provincial Outreach Program for Deafblind Students

12600 Blundell Road
Richmond BC V6W 1B3
Tel: (604) 668-7810
Fax: (604) 668-7812

Web sites

DeafBlind Online

<http://www.ssc0.esu.k12.oh.us/deafblind.html>
Provides families, educational personnel, and other service providers with technical assistance and information on innovative approaches to educating children and youth with dual-sensory impairments.

Deafblindness Web Resources Page

<http://www.deafblind.co.uk/index.html>
Extensive list of international links to sites about deafblindness.

Print materials

- Engelman, M.D., Griffin, G.C., Griffin, L.W. and Maddox, J. (1999). A teacher's guide to communication with students with deaf-blindness. *Teaching Exceptional Children*, 31(5), 64–71.
- Everson, J.M., (1995). Young adults who are deaf-blind and transition services. In J.M. Everson (ed.), *Supporting young adults who are deaf-blind in their communities: A transition planning guide for service providers, families, and friends*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Everson, J.M., Burwell, J., and Killam, S.G. (1995). Working and contributing to one's community: Strategies for including young adults who are deaf-blind. In J.M. Everson (ed.), *Supporting young*

- adults who are deaf-blind in their communities: A transition planning guide for service providers, families, and friends.* Baltimore, MD: Paul H. Brookes Publishing Co.
- Hagood, L. (1997). *Communication: A guide for teaching students with visual and multiple impairments.* Austin, TX: Texas School for the Blind and Visually Impaired.
- Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs.* Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.
- Parsons, Marsha B., Reid, Dennis H., and Green, Carolyn W. (1998). Identifying work preferences prior to supported work for an individual with multiple severe disabilities including deaf-blindness. *The Journal of the Association for Persons with Severe Handicaps*, 23(4), 329–333.
- Schwartz, I. and McBride, B. (1995). Instructional strategies in early intervention programs for children with deafblindness. In N. Haring and L. Romer (eds.), *Welcoming students who are deafblind into typical classrooms* (pp. 347–368). Baltimore, MD: Paul H. Brookes Publishing Co.
- Welch, T. and Huebner, K. (1995). The deafblind child and you. In K. Huebner, J. Prickett, T. Welch and E. Joffe (eds.), *Hand in hand: selected reprints and annotated bibliography on working with students who are deafblind* (pp. 3–24). New York, NY: American Federation of the Blind Press.
- Wehman, P. (1996). *Life beyond the classroom: Transition strategies for young people with disabilities.* 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co.

Students with Physical Disabilities and Chronic Health Impairments

A student is considered to have a physical disability or chronic health impairment based on the need for special education services due to one or more of the following:

- neuro-muscular/nervous system impairment
- musculoskeletal condition
- chronic health impairment.

Physical disabilities are severe physical or motor impairments that are caused by disease, trauma, or congenital anomalies and that affect a student's educational performance. Characteristics of these students include impaired movement and mobility, fatigue, and tendencies to injury or illness. A variety of other factors make it difficult for students with physical disabilities or chronic health impairments to achieve success in career/life transition. These factors include health problems, hospitalizations, and medical appointments that result in absence from school and work placements; restricted life experiences; and a lack of opportunities for learning interpersonal skills and career decision-making skills. These students may also experience difficulties with learning, visual-motor and/or auditory perception, and receptive and expressive communication. Students with physical disabilities may receive personal assistance services, assistive technology and rehabilitative support, physical therapy, occupational therapy, transportation, and related services during their school years.

Conditions associated with physical disabilities include traumatic brain injury, amputation, arthritis, spina bifida, muscular dystrophy, and cerebral palsy. Students with chronic health impairments are those who have limited strength, vitality, or alertness due to chronic or acute health problems such as acquired immune deficiency syndrome (AIDS), asthma, chronic fatigue syndrome, Crohn's disease, diabetes, eating disorders, epilepsy, or leukemia, which adversely affect educational performance. (For a more detailed explanation of the characteristics of students with physical disabilities and chronic health conditions, see the Ministry of Education document *Awareness of Chronic Health Conditions: What the Teacher Needs to Know, Vol. 1 and Vol. 2*).

Medical diagnosis by itself does not determine the special educational services required by these students. Students are only eligible for supplementary special education funding if their education is adversely affected by their physical disabilities or chronic health impairments and

if the assessment of the student's needs does not indicate that the student fits into another educational category such as severe learning disability, intellectual disability, or moderate to severe behaviour categories.

Students with physical disabilities and chronic health impairments will have an Individual Education Plan (IEP) that addresses their neuro-muscular/nervous system impairment, musculoskeletal condition, and/or chronic health impairment, and the interventions that will be in place to deal with these impairments and/or conditions. Typical services for students with physical disabilities and chronic health impairments include adaptations to facilities or equipment to allow access to school areas and programs, adaptive devices related to computer access, environmental controls, and augmented communication.

Including students in career/life transition planning activities

Students with physical disabilities and chronic health impairments can be successful in the workplace given the necessary accommodations. For some students this may mean a change in work schedule or medication, and allowance for more breaks to combat fatigue and maintain stamina. It is important when accommodating students with physical disabilities or chronic health impairments to first ask what accommodation would best meet their individual needs. Any physical barriers must first be removed so that students can fully participate. To promote successful involvement in career/life transition planning activities, educators, employers, parents, and agency personnel should encourage students to be independent and to participate in activities with non-disabled peers.

The lists presented below include possible strategies to ensure that students with physical disabilities and chronic health impairments have equal access to and full participation in career/life transition planning activities.

Planning activities

- Meet with the student and parents as early as possible in the school year to help determine the student's individual career/life transition needs.
- From this meeting and from previous school records, develop an appropriate IEP, including individual career/life transition planning goals, to ensure an effective approach to learning and to meet

community experience, employment, post-school adult living, and, where appropriate, daily living and social skills needs. This plan should address career development plans, post-secondary education options, in-school job training, out-of-school job coaching, and ongoing job skill maintenance supports that are essential to achieving identified employment objectives.

- Consider using the Planning Alternative Tomorrows with Hope (PATH) process to develop a plan for the transition needs of a student with a physical disability or chronic health impairment. PATH is a simple but useful framework on which to hang other, more specific plans such as IEPs. It is important that representatives from post-school services and community agency services participate in this planning process with the student and the student's family. (See Appendix 3: PATH and MAPS, for further information on individual transition planning processes.)
- Encourage students to take an active role in their Individual Education Plan (IEP) development. Provide career planning, school activities, and necessary support as early as possible.
- Provide information to the family about available supports in the community (e.g., counselling, respite care, etc).
- Focus workplace interventions on adaptations of the work environment or job duties and support for the student, co-workers, and the employer.

Assessment activities

- Conduct an assessment to determine vocational strengths, weaknesses, interests, and preferences.
- Identify the anticipated personal assistance needs of the student as well as the resources available to meet those needs (e.g., family/friends/volunteers to provide transportation to/from work placements, and supportive co-workers or students to assist in moving around the school or workplace).
- Arrange, through school and workplace-based work experiences, to assess functional abilities and limitations in work environments (i.e., bathroom use, work endurance, communication skills, hand and arm strength, medical needs, mobility, social interactions, transportation, and academic skills).

Instructional/school activities

- Teach the student self-advocacy skills.
- Teach students when it is appropriate to disclose disability and how to articulate strengths and weaknesses.
- Expect the same effort from all students in the class. If there are things the student cannot do, give an equivalent task.
- Set specific times for specific tasks and maintain this routine.
- Teach organizational and study skills.
- Expect appropriate work behaviours and habits. Students are accountable for their behaviour whether disabled or not.
- Nurture the development of positive self-esteem, self-control, and self-awareness through such activities as talking to students about their views of themselves and their social interactions, ensuring adolescents understand their diagnoses and possible effects, and encouraging/reinforcing behaviours related to competence and/or tolerance of failure.
- Keep the environment as free of distractions and architectural barriers as possible.
- Encourage the use of computers and other aids to increase speed or to overcome any difficulties with hand control.
- Supplement verbal instructions with visual directions and examples.
- Teach the student how to manage the disability.
- Write down and post daily work assignments.

Instructional/community activities

- Provide volunteer experiences to help form student expectations.
- Assist the student in forming and maintaining meaningful relationships with fellow students and work placement co-workers.
- Consider planning a reduced work load and/or shortened day or well-placed rest periods to decrease fatigue and stress related to work demands and/or work experience goals.
- Encourage students to participate in community activities of interest.

Support services

- Be familiar with specialized equipment.

- Provide the necessary speech and language, occupational, or physical therapy consultation.
- Arrange for physical and occupational therapy.
- Arrange for work stations to be accessible to facilities, work areas, and materials.
- Establish a safe working environment.
- Work with the school counsellor to identify and develop effective coping strategies for stress management.
- Establish peer support groups.
- Offer first aid instruction to the student's teachers, employers, and co-workers.
- Provide a workplace mentor or job coach.
- Consider co-placing the student with a more able peer to help overcome difficulties that may arise.

Interagency activities

- Establish networks among the family, school, employer, and community service agencies.
- Work with other professionals as a team to help the student lead a productive life; include parents, health care professionals, occupational/physical therapists, speech and language pathologists, and other allied professionals.

Resources

Organizations

Allergy/Asthma Information Association,

BC/Yukon Region
300-1620 West 8th Avenue
Vancouver BC V6J 1V4
Tel: (604) 731-9884
Fax: (604) 730-1015

BC's Children's Hospital Eating Disorders Program Children's and Women's Health Centre of BC

4480 Oak Street
Vancouver BC V6H 3V4
Tel: (604) 875-2200
Fax: (604) 875-2271

BC Eating Disorders Association

526 Michigan Street
Victoria BC V8V1S2
Tel: (250) 383-2755 Fax: (250) 383-5518
E-mail: bceda@islandnet.com

BC Epilepsy Society

120-535 West 10th Avenue
Vancouver BC V5K 1K9
Tel: (604) 875-6704
Fax: (604) 875-0617
<http://bcepilepsy.com>

BC Paraplegic Association

780 S.W. Marine Drive
Vancouver BC V6P 5Y7
Tel: (604) 324-3611
Fax: (604) 324-3671
<http://bcpara.org>
<http://bc.cancer.ca>

Canadian Cancer Society, BC and Yukon Division

Education Department
565-West 10th Avenue
Vancouver BC V5Z 4J4
Tel: (604) 872-4400
Fax: (604) 879-4533

Canadian Diabetes Association, BC Division

1091 West 8th Avenue
Vancouver BC V6H 2V3
Tel: (604) 732-1331
Fax: (604) 732-8444
E-mail: info@bc.diabetes.ca
http://www.diabetes.ca/offices/bc_yk.html

Cerebral Palsy Association of BC

15-3683 East Hastings Street
Vancouver BC V5K 4Z7
Tel: (604) 205-9455
Fax: (604) 205-9456
<http://bccerebralpalsy.com>

Chrohn's and Colitis Foundation of Canada

514-675 West Hastings
Vancouver BC V6B 1N2
Tel: (604) 436-1158
<http://www.cafc.ca>

G. F. Strong Rehabilitation Centre

4255 Laurel Street
Vancouver BC V5Z 2G9
Tel: (604) 734-1313
Fax: (604) 737-6359
http://www.vanhosp.bc.ca/html/wellness_rehab_gfstrong.html

Heart and Stroke Foundation of BC and Yukon

1-947 Fort Street
Victoria BC V8V 3K3
Tel: (250) 382-4035 Fax: (250) 382-0231

Juvenile Diabetes Foundation of Canada

Suite 260-1140 Austin Avenue
Coquitlam BC V3K 3P5
Tel: (604) 931-1937
<http://www.jdfc.ca/indexnew.html>

Multiple Sclerosis Society of Canada BC Division

1600-1130 West Pender
Vancouver BC V6E 4A4
Tel: (604) 689-3144
Fax: (604) 689-0377
<http://mssoc.ca/bc>

Muscular Dystrophy Association of Canada

303-1338 West Broadway
Vancouver BC V6J 1R3
Tel: (604) 732-8799
Fax: (604) 731-6127
<http://www.mdac.ca>

Myalgic Encephalomyalitis (M.E.) Society of BC

327A Evergreen Drive
Port Moody BC V3H 1S1
Tel: (604) 937-7017
Fax: (604) 937-7015

The Neil Squire Foundation

220-2250 Boundary Road
Burnaby BC V5M 4G5
Tel: (604) 473-9363
Fax: (604) 473-9364
<http://neilsquire.ca>

**The Oak Tree Clinic: The Women and Family HIV Centre
BC Children's and Women's Health Centre**

4480 Oak Street
Vancouver BC V6H 3V4
Tel: (604) 875-2212
Fax: (604) 875-3063

**Persons with AIDS Society of BC/Positive Women's Network/
AIDS Vancouver**

c/o Pacific AIDS Resource Centre
1107 Seymour Street
Vancouver BC V6B 5S8
Tel: (604) 681-2122
Fax: (604) 893-2251

Spina Bifida Association of BC

9460 140 Street
Surrey BC V3V 5Z4
Tel: (604) 584-1361

**Tourette Syndrome Foundation of Canada
Greater Vancouver Chapter**

1192 West 37th Avenue
Vancouver BC V6M 1L9
Tel/Fax: (604) 261-5805

Tourette Syndrome Society of Canada

805-510 Marsett Place
Victoria BC V8Z 7J1
Tel: (250) 658-0506

YouthCO AIDS Society

240-440 West Hastings Street
Vancouver BC V6B 1L1
Tel: (604) 688-1441
Fax: (604) 688-4932
<http://www.youthco.org>

Web sites

Association for the Neurologically Disabled of Canada (AND)

<http://www.AND.ca>

Organization provides an at-home rehabilitation evaluation and therapy program service for individuals with a broad range of disabilities, from mild learning disorders to severe neurological impairments.

Aspergers Syndrome Resources Page

<http://www.udel.edu/bkirby/asperger>

Collection of information on topics related to Asperger's Syndrome gathered over time.

Asthma FAQ

<http://www.ncf.carleton.ca/freenet/rootdir/menus/sigs/life/disability/faq/asthma.faq>

Newsgroup providing a forum for the discussion of asthma, its symptoms, causes, and forms of treatment.

Awareness of Chronic Health Conditions:**What the Teacher Needs to Know**

<http://www.bced.gov.bc.ca/specialed/awareness/contents.htm>

Resource book developed to assist classroom teachers in understanding the implications for classroom instruction and management of a number of chronic health conditions.

British Columbia Fibromyalgia Society

<http://www.alternatives.com/bcfms>

Provides support for individuals with fibromyalgia and their families through education, advocacy, promotion of research, early diagnosis, and effective treatment.

Canadian Paraplegic Association

<http://www.canparaplegic.org>

Promotes conditions within society that will minimize the barriers faced by persons with physical disabilities and facilitate an improved quality of life for people with spinal cord injuries and other mobility impairment.

Canadian Diabetes Association (CDA)

<http://www.diabetes.org>

Promotes the health of Canadians through diabetes research, education, service, and advocacy.

Chronic Fatigue and Immune Dysfunction Syndrome (CFIDS) Association, Inc.

<http://www.cfids.org>

Dedicated to conquering chronic fatigue and immune dysfunction syndrome (CFIDS), also known as chronic fatigue syndrome (CFS), myalgic encephalomyelitis (ME) and many other names.

Eating Disorders

<http://www.cln.org/themes/eating.html>

“Theme Page” has links to two types of information related to the study of eating disorders: curricular resources (information and content) and links to instructional materials (lesson plans) that will help provide instruction in this theme.

Muscular Dystrophy Association of Canada (MDAC)

<http://www.mdac.ca>

Umbrella organization for persons with over 40 types of neuromuscular disorders.

The National Spinal Cord Injury Association (NSCIA)

<http://www.spinalcord.org>

Works to empower individuals and families with spinal cord injury issues to make informed choices and take actions to achieve their highest level of independence and personal fulfillment.

National Organization for Rare Disorders (NORD)

<http://sjogrens.org/nord.htm>

Committed to the identification, treatment, and cure of rare disorders through programs of education, advocacy, research, and service.

Neil Squire Foundation

<http://www.neilsquire.ca/index.htm>

National organization serving individuals who have significant physical disabilities through access to and appropriate use of technology.

Spina Bifida Association of America (SBAA)

<http://www/sbaa/org>

Works to address the specific needs of the spina bifida community. Comprises individuals with spina bifida, family members, parents, professionals, adults with spina bifida, and interested members of the general public.

Tourette Syndrome Association (TSA)

<http://tsa.mgh.harvard.edu>

Dedicated to providing up-to-date, accurate information about Tourette Syndrome.

Print materials

- Behrman, R. (ed.). (1996). *Special education for youth with disabilities*. Los Altos, CA: Center for the Future of Children.
- Bissonnette, D. (1994). *Beyond traditional job development*. Chatsworth, CA: Milt Wright and Associates Inc.
- Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs*. Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.
- Jamieson, M. et al. (1993). *Thresholds: Enhancing the career development strategies of young people with physical disabilities. Facilitator's and participant's handbooks*. Ottawa, ON: Canadian Career Development Foundation.
- Rosenberg, M. S. and Edmond-Rosenberg, I. (1994). *The special education source book*. Rockville, MD: Woodbine House.
- Sarkees-Wircenski, M. and Scott, J.L. (1995). *Vocational special needs*. Homewood, IL: American Technical Publishers.
- Terrnan, D.L. (ed.). (1996). *Special education for youth with disabilities*. Los Altos, CA: Center for the Future of Children.
- Wehman, P. (1996). *Life beyond the classroom: Transition strategies for young people with disabilities*. 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co.
- Yazak, D.L. (1998). *Chronic illness and school to work transition*. (ERIC document Reproduction Service No. ED415458).

Students with Visual Impairments

Students with visual impairments include those who are blind, legally blind, partially sighted, low vision, and cortically visually impaired. A student with a visual impairment is one whose visual acuity is not sufficient for participation with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used, and/or the learning environment. A trained professional can be specific about the extent and the effect of the impairment.

Students with visual impairments usually have an Individual Education Plan (IEP) and are receiving regular special educational services related to their impairment from a qualified teacher of the visually impaired. Diagnosis is carried out by an ophthalmologist, optometrist, orthoptist, or the Visually Impaired Program at BC's Children's Hospital. To be considered visually impaired, students must meet the following conditions:

- a visual acuity of 6/21 (20/70) or less in the better eye after correction
- a visual field of 20 degrees or less
- any progressive eye disease with a prognosis of becoming one of the above in the next few years
- a visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less.

A student with a visual impairment will receive a functional vision assessment conducted by the teacher of the visually impaired in order to identify educational implications of the student's vision loss. This assessment will be used to plan the educational program, and may also be of direct benefit in the development of career/life transition planning. In the case of a student with a severe visual impairment, a qualified orientation and mobility instructor should also assess his or her skills in orientation and mobility. Orientation and mobility provides students with the skills necessary to know where they are in the school or community, where they want to go and how to get there in a safe and efficient manner with as much independence as possible.

Most students with visual impairments require specialized equipment (e.g., Braille, closed-circuit televisions, cassette recorders, optical aids,

speech synthesizers) and adapted learning resources (e.g., Braille texts, enlarged-print books, large-print computer software, tapes).

(For a more detailed explanation of the characteristics of students with visual impairments, see the Ministry of Education document *Students with Visual Impairments*).

Including students in career/life transition planning activities

Students with visual impairments may need to use alternative methods or adaptive skills to successfully complete job tasks. With the appropriate accommodations, students with visual impairments can be successful in the workplace. Before planning accommodations, first ask the students what accommodations would best meet their needs.

The lists presented below include possible strategies to ensure that students with visual impairments have equal access to and full participation in career/life transition planning activities.

Planning activities

- Meet with the student and the parents early in the school year to help determine the student's individual learning and career/life transition needs.
- Encourage students to take an active role in their IEP development.
- Develop an appropriate IEP, including individual career/life transition planning goals, to ensure an effective approach to learning and to meet community experience, employment, post-school adult living, and, where appropriate, daily living and social skills needs. This plan should address career development plans, post-secondary education options, in-school job training, out-of-school job coaching, and ongoing job skill maintenance supports that are essential to achieving identified employment objectives.
- Consider using the Planning Alternative Tomorrows with Hope (PATH) process to develop a plan for the transition needs of a student who is visually impaired. PATH is a simple but useful framework on which to hang other, more specific plans, such as IEPs. It is important that representatives from post-secondary and community services participate in this planning process with the student and the family. (See Appendix 3: PATH and MAPS, for further information on individual transition planning processes.)

- Consider transitional needs across the life span.
- Assist in the planning of the student's orientation and mobility in the classroom and the school, in conjunction with other professionals in the area of visual impairment.
- Provide career planning, school activities, and necessary support as early as possible.

Assessment activities

- Assess and consider a student's strengths and needs as goals are outlined in IEPs and transition planning.
- Conduct a vocational assessment to establish the student's vocational interests, skills, aptitudes, talents, strengths, weaknesses, and preferences, utilizing a functional assessment of residual vision, observational and interview data, and situational, hands-on job assessments in community businesses.
- Ensure that adolescents understand their diagnoses and possible effects.

Instructional/classroom activities

- Teach compensatory skills such as Braille, efficient use of low vision aids, orientation and mobility skills, and use of adaptive technology.
- Teach tasks or skills that students will use frequently.
- Use concrete, age-appropriate materials.
- Teach the student how to manage the disability.
- Encourage students to ask questions.
- Teach self-advocacy and personal empowerment skills.
- Teach students when it is appropriate to disclose disability and how to articulate strengths, interests, and weaknesses.
- Teach effective listening skills (i.e., how to receive and respond to feedback).
- Expect similar behaviour from the student with visual impairment as from the rest of the class.
- Allow a feeling of accomplishment by tailoring the student's assignments to abilities.
- Teach independent living, social, and job-seeking skills (e.g., completing job applications, being interviewed, and developing résumés).

- Nurture the development of positive self-esteem, self-control, and self-awareness through activities such as talking to students about their views of themselves and their social interactions, and encouraging/reinforcing behaviours related to competence and/or tolerance of failure.
- Provide opportunities for students to practise daily living, problem-solving, and social skills.
- Avoid rearranging or moving work space.
- Allow for co-operative learning.
- Teach students to transfer skills to environments outside the school.

Instructional/community activities

- Provide career development activities. Occupational and career orientations are extremely important in secondary school. Invite outside speakers from different careers into the classroom to share information about their jobs. Encourage students to visit different jobs to gain understanding.
- Encourage the student to participate in career preparation, co-operative education, and other vocational education programs with work-based experiences.
- Encourage volunteer experiences and part-time paid work.
- For those students who may best benefit from an integrated employment experience, develop a limited number of cluster job sites and/or group job placement sites to provide structured, on-site training and supervision.
- Use alternative strategies for communication of daily work tasks or information (e.g., e-mail).
- Provide job skills training through on-site training placement and with the assistance of job coaching.
- Encourage students to participate in community activities of interest.
- Involve members of the community in the learning process, especially for instruction in vocational, community, and recreational goals.

Support services

- Provide the necessary speech and language therapy and auditory training.

- Work with the school counsellor to identify and develop effective coping strategies for stress management.
- Utilize natural job supports by recruiting peer mentors to provide advice, tutoring, and career coaching to assist students in their job search and in integrating into a workplace.
- Institute a “buddy” system: encourage responsible peers to take notes, act as sighted guides, read brief passages, interpret video presentations, and help with directions that may be missed.
- Allow for flexibility in the work schedule.
- Provide any written work materials in large print, on tape, or in Braille.
- Present information and instruction in small, sequential steps.
- Provide a balance of peer interactions with students with and without disabilities.
- Allow the use of adaptive computers and low-vision optical and video aids.
- Have other students/teachers read to the student with visual impairments directly or on audiotape.
- Provide necessary assistive technology, such as computers and visual aids.
- Provide tutors, readers, and interpreters to teach work-related skills and information.
- Offer to help arrange transportation to and from work.
- Provide training and consultative support for employers in areas such as job analysis, job redesign or restructuring, acquiring adaptive equipment, and effective training and supervision techniques.
- Establish peer support groups.

Interagency activities

- Establish an advisory committee that meets regularly through the school year to discuss strategies for actively involving business members in the recruitment, hiring, and training of job candidates.
- Establish a co-operative relationship with Vocational Rehabilitative Services and other adult agencies.
- Provide training and technical assistance for other supported employment providers, rehabilitation agencies, schools, advocacy organizations, employers, and professionals.

- Establish networks among the family, school, employer, and community service agencies.
- Establish networks with provincial and local organizations and associations.
- Encourage collaboration among work experience co-ordinators, career program teachers, teachers of the visually impaired, and orientation and mobility instructors.

Resources

Organizations

Association for Education and Rehabilitation Blind/Visually Impaired, BC/Yukon Chapter

100-5055 Joyce Street
Vancouver BC V5R 6B2
Tel: (604) 431-2121
Fax: (604) 431-2199

Association for Visually Impaired for the Students of BC (AVIS)

PO Box 75219
White Rock BC V4A 9N4
Tel: (604) 984-7325
Fax: (604) 538-9818

BC Blind Sports and Recreation Association

200-8582 Fraser
Vancouver BC V5X 3Y3
Tel: (604) 325-8638
Fax: (604) 325-1638
<http://www.disabilitysport.org/blind.html>

BC Vision Teachers Association

c/o Henry Grube Education Centre
245 Kitchener Crescent
Kamloops BC V2B 1B9

Canadian National Institute for the Blind

100-5055 Joyce Street
Vancouver BC V5R 6B2
Tel: (604) 431-2020
Fax: (604) 431-2099
<http://www.cnib.ca>

Web sites

American Printing House for the Blind

<http://www.aph.org>
Provides media, tools, and materials needed for education and life for the visually impaired.

Blindness Resource Center

<http://www.nyise.org/blind.htm>
Over 200 links related to blindness and the use of computers by persons with low vision. Categories include access to the Internet and Web, deafblindness, research and innovation, vendors and much more.

Recording for the Blind and Dyslexic

<http://www.rfbd.org>
World's largest non-profit source of taped textbook material (75,000 title on-line catalog of books). Available by membership to individuals, schools, and agencies to assist those who are unable to read standard print due to a learning or physical disability or visual impairment.

Special Education Exchange (SpEdEx)

<http://www.spedex.com>
Resource site dedicated to providing a central resource for educators, parents, researchers, vendors, students, persons with disabilities, or anyone interested in blindness: listings, directories, information, on-line documents, discussion areas, poster sessions.

Students with Visual Impairments

<http://www.bced.gov.bc.ca/specialed/visimpair/toc.html>
Provides answers to frequently asked questions. Also provides basic information and teaching strategies to broaden the teacher's

awareness of the educational needs of students with visual impairments.

Technology for Blind and Vision Impaired People

<http://www.quantech.com.au>

Graphic-free site with descriptions of Braille writing devices, tactile graphics, and other assistive devices for blind and visually impaired people.

Welcome to the Canadian National Institute for the Blind (CNIB)

<http://www.cnib.ca>

Includes information on the CNIB, internal link to CNIB publications, their employment services and ways of promoting access technologies in Canadian society, links to other related sites.

Print materials

Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs*. Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.

Wehman, P. (1996). *Life beyond the classroom: Transition strategies for young people with disabilities*. 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co.

Students Who Are Deaf or Hard of Hearing

For educational and work experience placement purposes, students are considered deaf or hard of hearing when a medically diagnosed hearing loss results in substantial educational difficulty. They require the direct services of a qualified teacher of the deaf and hard of hearing.

Hearing loss is generally measured in terms of decibel loss, using internationally agreed-on standards. However, decibel losses do not always correlate with educational and workplace implications and are therefore not a sole criterion for determining a need for intervention. Any degree of hearing loss has educational and workplace implications; an assessment may therefore be required following identification of a student's hearing loss to determine the strengths and weaknesses of the student in the areas of language development and communication skills. This assessment, usually administered by a teacher of the deaf and hard of hearing, may include standardized tests in the areas of ability and achievement, as well as curriculum-based assessment and observation and teachers' reports.

An essential part of the assessment process is determining the method of communication to be used in the educational and workplace setting. While the majority of students who are hard of hearing will develop English language skills through the use of appropriate amplification and oral instruction, some, often with more severe hearing losses, will require either signed English or American Sign Language. Many people who are deaf read lips and speak with varying degrees of skill. Some people who are hard of hearing use hearing aids, while others supplement their residual hearing with visual information (e.g., gestures, body language, lip reading). Technical aids and other accommodations, such as sign language interpreters and assistive listening devices, give students with hearing disabilities additional options for communicating.

(For a more detailed explanation of the characteristics of students who are deaf or hard of hearing, see the Ministry of Education document *Students with Hearing Loss: A Resource Guide to Support Classroom Teachers*.)

Including students in career/life transition planning activities

People who are deaf or hard of hearing are employed in a diverse range of jobs, like others who are not deaf or hard of hearing. Success in a work placement will depend greatly on the willingness and ability of the

employer to identify and resolve communication and attitudinal barriers. Students may need a range of accommodations for the interview and all other aspects of the work experience placement process, particularly during the selection and orientation phases. When accommodating students who are deaf or hard of hearing, ask them and their family what accommodations would best meet their needs.

The lists presented below include possible activities to ensure that students who are deaf or hard of hearing have equal access to and full participation in career/life transition activities.

Planning activities

- Meet with the student and the parents early in the school year to help determine individual learning needs.
- Encourage students to take an active role in their IEP development.
- Consider using the Planning Alternative Tomorrows with Hope (PATH) process to develop a plan for the transition needs of a student who is deaf or hard of hearing. PATH is a simple but useful framework on which to hang other, more specific plans, such as IEPs. It is important that representatives from post-secondary and community agency services participate in this planning process with the student and the family. (See Appendix 3: PATH and MAPS, for further information on individual transition planning processes.)
- Develop an appropriate IEP, including individual career/life transition planning goals, to ensure an effective approach to learning and to meet community experience, employment, post-school adult living, and, where appropriate, daily living and social skills needs. This plan should address career development plans, post-secondary education options, in-school job training, out-of-school job coaching, and ongoing job skill maintenance supports essential to achieving identified employment objectives.
- Provide career planning, school activities, and necessary support as early as possible.

Assessment activities

- Conduct a vocational assessment to establish the student's interests, skills, aptitudes, talents, strengths, weaknesses, and preferences, using a functional assessment of residual hearing, observational and interview data, and situational, hands-on work assessments in community businesses.

- Assess and consider a student's strengths and weaknesses as goals are outlined in IEPs and career/life transition planning.

Instructional/school activities

- Nurture the development of positive self-esteem, self-control, and self-awareness through such activities as talking to students about their views of themselves and their social interactions, ensuring adolescents understand their diagnoses and possible effects, and encouraging/reinforcing behaviours related to competence and/or tolerance of failure.
- Teach self-advocacy and personal empowerment skills.
- Teach general job skills such as interview skills, résumé writing, networking for job leads, teamwork, co-operation, and understanding a paycheque, job accommodation strategies, workplace safety, employment rights and responsibilities, and other work-related issues.
- Provide opportunities for students to practise social skills, responsibilities, and roles they will need when they enter the full-time employment market.
- Teach students when it is appropriate to disclose disability and how to articulate strengths and weaknesses.
- Teach the student how to manage the disability.
- Institute a "buddy" system: ask a fellow student to take notes, help with directions that may be missed, or cue during class discussions or physical activities.
- Seat the student so that he or she has a clear view of the teacher's face. Favourable seating arrangements make lip reading and following classroom procedure much easier.
- Continually expose the student to speech and communication skills training and encourage the student to speak and ask questions often.

Instructional/community activities

- For those students who may best benefit from an integrated employment experience, develop a limited number of cluster job sites and/or group job placement sites to provide structured, on-site training and supervision.
- Occupational and career orientations are extremely important in secondary school. Invite outside speakers from different careers into

the classroom to share information about their jobs, and encourage students to visit different jobs to gain understanding.

- Allow for flexibility in the community-based work experience schedule.
- Encourage students to participate in community activities of interest.
- Provide job skills training through community-based training placement and with the assistance of a job coach.
- Encourage the student to participate in career preparation, co-operative education, secondary school apprenticeship, and other vocational education programs with community-based work experiences.

Support services

- Provide the necessary speech and language and auditory training.
- Work with the school counsellor to identify and develop effective coping strategies for stress management.
- Utilize natural job supports by recruiting peer mentors (both deaf and hearing individuals) to provide advice, tutoring, and career coaching in order to assist students in their job search and in integrating into a workplace.
- Use alternative strategies for communication in daily work tasks or information sharing (e.g., e-mail).
- Establish peer support groups.
- Provide sign language interpreters at work site meetings or conferences.
- Make use of communication devices such as TTYs.
- Provide training and consultative support for employers in areas such as job analysis, job redesign or restructuring, acquiring adaptive equipment, supervisor/coworker training in sign language, and effective training and supervision techniques.
- Provide training and technical assistance to other supported employment providers, rehabilitation agencies, schools, advocacy organizations, employers, and professionals.
- Provide necessary assistive technology.

Interagency activities

- Establish networks among the family, school, employer, and community service agencies.
- Encourage collaboration among teachers of the deaf and hard of hearing, work experience co-ordinators, career program teachers, and special education teachers.
- Set up partnerships with Vocational Rehabilitative Services and other adult service agencies.
- Establish an advisory committee that meets regularly through the school year to discuss strategies for actively involving business members in the recruitment, hiring, and training of potential employees.

Resources

Organizations

BC Deaf Sports Federation

218-1367 West Broadway
Vancouver BC V6H 4A9
TDD: (604) 738-7122
Fax: (604) 738-7175

Canadian Association of Educators of the Deaf and Hard of Hearing—BC

(CAEDHH-BC)
c/o Provincial Resource Centre
5455 Rumble Street
Burnaby BC V5J 2B7
Tel: (604) 664-8560
Fax: (604) 664-8561

Island Deaf and Hard of Hearing Centre

1627 Fort Street
Victoria BC V8R 1H8
Tel: (250) 592-8144

Western Institute for the Deaf

2121 West 7th Avenue
Vancouver BC V6K 1X9
Tel: (604) 736-7391
Fax: (604) 736-4381
TDD: (604) 736-2527

<http://www.geocities.com/HotSprings/Spa/3390/frame2.html#top>

Web sites**Canadian Hard of Hearing Association (CHHA)**

<http://www.cyberus.ca/~chhanational>

Non-profit consumer organization run by and for hard-of-hearing people.

Captioned Films/Videos Program

<http://www.cfv.org>

By registration, a free loan, open-captioned program for deaf and hard-of-hearing persons, parents, teachers, and others who work with the hearing-impaired.

Students with Hearing Loss: A Resource Guide to Support Classroom Teachers

<http://www.bced.gov.bc.ca/specialed/hearimpair/toc.html>

Provides basic information to ensure the student's success in the classroom. Sections represent the areas of importance and concern identified by experienced classroom teachers and specialist teachers of the deaf and hard of hearing.

Western Institute for the Deaf and Hard of Hearing

<http://www.geocities.com/HotSprings/Spa/3390/frame2.html#top>

Information about the services offered, including audiology, counselling, employment counselling, and interpreting services; information about assistive communication devices for the deaf and hard of hearing, including a basic description of what they are, how they are used, and their limitations.

Print materials

Allen, T.E., Rawlings, B.W., and Schildroth, A. N. (1989). *Deaf youth and the school-to-work transition*. Baltimore, MD: Paul H. Brookes Publishing Co.

Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs*. Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.

Wehman, P. (1996). *Life beyond the classroom: Transition strategies for young people with disabilities*. 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co.

Students with Autism

Autism is a lifelong developmental condition that is helped by early diagnosis and intervention. It is caused by an underlying physical dysfunction within the brain or central nervous system. The result is unusual or abnormal behaviour, ranging from passivity to aggression. These disorders are not caused by psychological factors. Autism is four times more common in males than in females and occurs in all races and social and psychological backgrounds.

One of the chief difficulties for a student with autism is processing information. Abnormal responses to sensations and sensory information may trigger unusual behaviours. Students must make extreme efforts to make sense of a world they do not understand, to seek structure and routine in the midst of a confusing muddle. If the individual experiences confusion, the result may be withdrawal or an emotional outburst. Similarly, students with autism experience difficulties with communication and in establishing social relationships. Any change to a known routine constitutes a challenge and the student may panic in an attempt to cope with confusion or sensory overload. Most students with autism seem to lack curiosity and may have only one way of responding. They may then fall back on what appears to be obsessive behaviour, trying to re-establish a routine.

Students with autism vary widely in their ability to communicate. All students with autism have delayed or absent language development; this may include a poor understanding of gestures, difficulties with abstract concepts, focussing on one topic (perseveration), or echoing what is said (echolalia). Some students use gestures, rather than speaking, to indicate needs. Unusual responses to stimuli and sensations (e.g., pain, touch, hearing, taste, smell, and balance), serious difficulties in relating to other people, unusual social interactions, and difficulty in changing routines are also common characteristics of individuals with autism. Other observable symptoms may include an apparent lack of fear of real danger, or a very real fear for no reason; extreme mood swings for no reason; apparent deafness; unresponsiveness to simple commands; a wide range of behaviour, from repetitive and aggressive to extremely passive; self-injurious behaviour; and self-stimulatory behaviour. (For a more detailed explanation of the characteristics of students with Autism, see “Autism” in the Ministry of Education document *Awareness of Chronic Health Conditions, What the Teacher Needs to Know, Vol. 1*, and the Ministry of Education document *Teaching Students With Autism: A Resource Guide for Students*.)

A student with narrow interests or a preoccupation with one topic can be guided to use that interest to learn new skills. A strong focus on increasing communication skills and promoting a structured, organized environment increases the potential for children with autism to grow to their full potential. Many children with autism receive services from other ministries; teachers and other educational personnel should work closely with other agency staff. Career exploration, job skills training, and work experience should be an integral part of the secondary school experience for students with autism.

Including students in career/life transition planning activities

Students with autism can work in a wide variety of job placements. When making accommodations for these students, ask them, their families, and other teaching and support personnel what strategies would allow them to be most successful at school, on the job, and in the community.

The lists presented below include possible strategies to ensure that students with autism have equal access to and full participation in career/life transition planning activities.

Planning activities

- Meet with parents, the student, and professionals to determine the student's individual career/life transition needs.
- From this meeting and from previous school records, develop an Individual Education Plan (IEP) that includes individual career/life transition planning goals, to ensure an effective approach to learning, and to meet community experience, employment, post-school adult living, and, where appropriate, daily living and social skills needs.
- Encourage students to take an active role in their IEP development.
- Consider using the Planning Alternative Tomorrows with Hope (PATH) process to develop a plan for the career/life transition needs of a student with autism. PATH is a simple but useful framework on which to hang other, more specific plans, such as IEPs. It is important that representatives from post-secondary and community-based services participate in this planning process with the student and the student's family. (See Appendix 3: PATH and MAPS, for further information on individual transition planning processes.)

- Develop programs with parents so that activities and approaches can be carried over to the home environment.
- Plan for success, constantly reinforce small steps, but be prepared for long periods with no apparent progress.
- Be as familiar as possible with any specific specialized equipment and adaptive aids.
- Develop a real understanding of the nature of autism—be informed. Read, do research, and visit other classrooms.

Assessment activities

- Conduct an assessment to determine vocational strengths and weaknesses. Assessment should integrate information related to vision and hearing (sensory acuity), physical development, social adjustment, communicative competence, academic abilities, educational achievement, and vocational strengths, weaknesses, interests, and preferences.

Instructional/school activities

- Help students focus on learning: pre-teach, teach, and post-teach.
- Cue changes to new activities: help students anticipate changes before they take place.
- Integrate social skills, self-control, and social problem-solving. Repeating a routine of chosen behaviour is the best resource.
- Choose activity-based learning. Use concrete, tangible, and visual aids. Processing abstract concepts is often very difficult for students with autism.
- Present learning material visually and verbally.
- The student with autism, like any other student, may be more alert in the morning or the afternoon; whenever possible, structure the learning period according to the student's pattern of response.
- Understand that students have unique learning styles, and gear activities to the individual (e.g., modify time limits).
- Be realistic in your expectations. The student will function better in a structure common to home and school.
- Incorporate and understand behavioural methods as learning strategies.

- Talk to the class about autism and have the student or parent explain any needs; encourage other students to find out how they can, and should, assist.
- Teach appropriate social, behavioural, and living skills in order to increase the student's self-esteem, self-control, and self-awareness.
- Teach students when it is appropriate to disclose disability and how to articulate strengths and weaknesses.
- Help students organize: use calendars, timetables, and photos or pictures of activities in sequence. Remind students what comes next.
- Establish expectations and consequences. Expect acceptable and appropriate behaviour.
- Allow students time to become familiar with routines and environments. Try to maintain these with as few variations as possible.
- Watch for over-stimulation, and help the student settle down. This may require the substitution of an equally stimulating activity or a change of environment; if necessary, arrange for "time out."
- Concentrate on improving effective interpersonal communication skills.
- Teach functional words needed for an out-of-school work setting through the use of videotaped instruction in the school.
- Develop self-advocacy skills.
- Teach vocational preparation skills (i.e., identification of personal values and beliefs, personal skills and knowledge, transferable skills, career challenges and possible solutions, résumé information, potential employers, the value of volunteer placements, and available community resources).
- Strengthen communication skills; focus on language processing in an ongoing language training approach.
- Keep day-to-day tasks consistent and predictable.
- Write down and verbalize daily work tasks.
- Teach the student how to manage the disability (i.e., to communicate needs and personal choices and participate in decision making).
- Allow time to process information.
- Incorporate a system of tangible rewards (e.g., a social outing).
- Consider using a personal tape player with headphones that plays music but with gentle reminders about behaviours between songs.

Instructional/community activities

- Allow for a range of employment opportunities, including real employment situations.
- Utilize community-based instruction with frequent opportunities to demonstrate skills in the actual settings where they will be needed (i.e., vocational training in real work settings).
- Encourage students to participate in career preparation, co-operative education, and secondary school apprenticeship programs and other vocational work experience opportunities.
- Place students in positions that capitalize on strengths.
- Develop strategies that will allow social integration into the culture of the workplace (i.e., opportunities to develop friendships and social networks of support).
- Encourage social interaction with peers, while still allowing access to “time alone” if necessary.
- Utilize a permanent prompting system in combination with co-worker supports to deal with inappropriate behaviour.
- Encourage students to participate in community activities of interest.

Support services

- Establish work-place mentors or job coaches.
- Establish peer support groups.
- Provide co-workers with training sessions on the nature of autism, offering specific suggestions for communicating with employees who have autism. This training could be presented by the student with autism.

Interagency activities

- Work with other professionals as a team to help the student lead a productive life; include parents, health care professionals, occupational/physical therapists, speech and language pathologists, other allied professionals, and adaptive technologists. Keep in touch about new medication and possible side effects, and about mood, personality, and environmental changes.
- Establish rapport with professional organizations.

- Establish networks that include the family, school, employer, and community-based service agency.

Resources

Organizations

Autism Society of BC

200-3550 Kingsway
Vancouver BC V5R 5L7
Tel: (604) 434-0880
Fax: (604) 434-0801
Toll-free: 1-888-437-0880
E-mail: autismbc@istar.ca
<http://www.bbr.ca/autism/index.html>

BC Association for Community Living

300-30 East 6th Avenue
Vancouver BC V5T 3P3
Tel: (604) 875-1119
<http://www.vcn.bc.ca/bcacl>

Giant Steps West

1099 Fraser Street
Kamloops, BC V2C 3H8
Tel: (250) 374-6400
Fax: (250) 374-2232
<http://www3.bc.sympatico.ca/gsw>

Provincial Outreach Program for Autism and Related Disorders

4812 Georgia Street
Delta BC V4K 2S9
Tel: (604) 946-3610
Fax: (604) 946-2956

Web sites**Autism Society of America**

<http://www.autism-society.org>

Contains information packages related to children and adults with autism and related developmental disabilities, information about the society, its network of local chapters, and its national conference.

Centre for the Study of Autism (CSA)

<http://www/autism.org>

Centre established to provide parents and professionals with information about autism, and to conduct research.

Print materials

Belcher, R.G. and Smith M.D. (1994). Coworker attitudes toward employees with autism. *Journal of Vocational Rehabilitation*, 4(1), 29–36.

Fullerton, A. (1995). Promoting self-determination for adolescents and young adults with autism. *Journal of Vocational Rehabilitation*, 5(4), 337–346.

Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs*. Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.

Maurice, C. Green, G., and Luce, S. (1996). *Behavioural intervention for young children with autism: A manual for parents and professionals*. Austin, TX: Pro-Ed.

Smith, M. D., et al. (1995). *A guide to successful employment for individuals with autism*. Baltimore, MD: Paul H. Brookes Publishing Co.

Wehman, P. (1996). *Life beyond the classroom: Transition strategies for young people with disabilities*. 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co.

Videos

A lifetime of love

ABC Distribution Company
825 Seventh Avenue
New York NY 10017

Five Severely Autistic Students Before and After Education and Treatment

Behaviour Research Institute
240 Laban Street
Providence RI 02909

Autism: A world Apart

Understanding Autism

Fanlight Productions
47 Halifax Street
Boston MA 02130
1-800-937-4113

Autism: A strange, Silent World

Behind the Curtain

Filmmakers Library
124 E. 40th Street
New York NY 10016
(212) 808-4980

A is for Autism

An Autistic Child

Who Will Teach the Water to Swim?

Films for the Humanities and Sciences
PO Box 2053
Princeton, NJ 08543-2053
1-800-257-5126

Behavioural Treatment of Autistic Children

Focus International
14 Oregon Drive
Hunting Station NY 11746-9794

Autism: Being Friends

Autism: Learning to Live

Autism: Stubborn Love

Building Independence through the use of Adaptations and Enablers

Creative Programming for Children with Autism

(Part I Headstart/Kindergarten and Part II first grade)

Introduction to Autism

Managing Behaviours in Community Settings

School Inclusion of a Student with Autism who is High Functioning

Teaching Nontraditional Communicative Behaviour

Indiana Resource Center for Autism

Indiana University

2853 E. 10th Street

Bloomington IN 47408-2601

(812) 855-6508

Autism: Reaching the Child Within

Prisoners of Silence

PBS Video

Public Broadcasting Service

1320 Braddock Place

Alexandria VA

22314-1698

1-800-344-3337

A Time for Georgia

Jennifer is a Lady

Variety Pre-Schooler's Workshop

47 Humphrey Drive

Syosset NY 11791-4098

(516) 921-7171

Students with Traumatic Brain Injury

Traumatic Brain Injury (TBI) is most often defined as an acquired injury to the brain caused by an external physical force, resulting in total or partial function disability or psychological impairment, or both, that adversely affects a student's educational performance. The term does not apply to brain injuries that are congenital or degenerative, or those induced by birth trauma. TBI does apply to both open and closed head injuries resulting in impairments affecting one or more of the following areas:

- cognition
- language
- memory
- attention
- reasoning
- abstract thinking
- judgment
- problem solving
- sensory, perceptual, and motor abilities
- psycho-social behaviour
- physical functions
- information processing
- speech.

Although TBI can resemble other disabilities, especially learning disabilities, it is unique in that it is characterized by a sudden onset and results in a loss of previous levels of personal, academic and social functioning. Students with TBI may experience cognitive or information-processing deficit (particularly memory losses, poor information retrieval, and difficulty concentrating), which can impair a student's ability to process abstract information and learn new information and can compromise academic performance. Changes in behaviour and self-management can affect performance, self-esteem, and social relationships.

Students with TBI face two difficult transitions: from pre-injury to post-injury living, and from adolescence to post-adolescence. TBI has been called "the silent epidemic," as many individuals with brain injuries exhibit no visible signs. Characteristics of the disability vary greatly depending on the location and extent of the injury, and may include seizures, headaches, vomiting, loss of balance or co-ordination,

difficulty with speech, limited concentration, memory loss, and loss of organizational and reasoning skills. Impairments may be either temporary or permanent in nature and may cause partial or total functional disability as well as psychosocial maladjustment. (For a more detailed explanation of the characteristics of students with TBI, see “Traumatic Brain Injury” in the Ministry of Education document *Awareness of Chronic Health Conditions: What the Teacher Needs to Know, Vol. 2.*)

TBI is one of the leading causes of death and disability in adolescents. The most frequent causes of TBI are motor vehicle crashes, falls, sports, and abuse/assault. Many students with mild brain injury never see a health care professional at the time of the accident. Recovering from TBI is dependent upon several factors, including severity and location of the injury, the personality of the student before the injury, the student’s coping strength, and the types of medical and psychological problems that arise from the injury. The major problems these students experience in terms of work experience placement and preparation for employment are related to unrealistic vocational aspirations, substance abuse problems, and psychiatric or interpersonal difficulties.

Including students in career/life transition planning activities

Career/life transition accommodations must be individualized and based on the severity of the brain injury. To arrive at the best accommodation, first work with the student, the family, and other support personnel to determine the preferred learning style. Knowing whether a student learns best from strictly verbal instruction or a combination involving hands-on, written, and verbal instruction will help in working with the student.

The lists presented below include possible strategies to ensure that students with TBI have equal access to and full participation in career/life transition planning activities.

Planning activities

- Develop an appropriate Individual Education Plan (IEP), including individual career/life transition planning goals, to ensure an effective approach to learning and to meet cognitive, physical, social, and post-secondary goals.

- Acknowledge that students with TBI often change rapidly in the first few months following an injury. Their IEPs should therefore be written for a shorter than normal time period and review schedule.
- Consider using the Planning Alternative Tomorrows with Hope (PATH) process to develop a plan for the transition needs of a student with TBI. PATH is a simple but useful framework on which to hang other, more specific plans, such as IEPs. It is important that representatives from post-school services participate in this planning process with the student and the student's family. (See Appendix 3: PATH and MAPS, for further information on individual transition planning processes.)
- Encourage students to take the lead in their IEP development.
- Assist the student in developing an individual career plan.
- Use an interdisciplinary team approach to set mutual goals. Members of the team will vary depending on the student's needs and phase of recovery, but may include:
 - a teacher, to lead the team and help the student and family to make plans
 - an employment specialist/job coach, for specialized assistance to the family, job-site support, and access to community resources and services
 - a rehabilitation counsellor
 - neuropsychologist
 - nurse
 - occupational therapist
 - physical therapist
 - social worker
 - speech/language pathologist.

Assessment activities

- Conduct an assessment to determine current abilities and potential, vocational strengths, weaknesses, interests, and preferences; although many standardized career assessment tools have not been specifically developed for students with TBI, working through such a career search process can yield valuable information and help the student identify potential job goals.
- Engage in student-specific job development activities. Consider a variety of approaches to gathering information and defining a

vocational goal, including home visits, informed psycho-social assessment, situational assessment, career exploration, functional résumés, and student portfolios.

- Determine what job-specific skills the student must learn.

Instructional/school activities

- Teach instruction in self-advocacy skills.
- Teach appropriate work behaviours.
- Teach students strategies for increasing memory.
- Teach integrated vocational and academic curricula.
- Make learning relevant.
- Increase the student's self-esteem, self-control, and self-awareness.
- Teach students how to manage the disability.
- Teach students when it is appropriate to disclose disability and how to articulate strengths and weaknesses.
- Keep the environment free from distraction.
- Keep work tasks specific.
- Demonstrate new tasks.
- Speak clearly and concisely.
- Reinforce positive work habits and skills.
- Provide breaks as needed.
- Allow for a flexible work schedule.
- Break job tasks down into steps or a sequence.
- Utilize external and internal aids to assist with remembering and staying organized (e.g., checklists, organizers, mnemonics, schedules, Brainbook).

Instructional/community activities

- Allow for a range of employment opportunities, including real employment situations.
- Allow flexibility in setting up work stations or organizing job tasks and supplies.
- Encourage students to participate in community activities of interest.

Support services

- Provide speech/language, physical, and occupational therapy if requested and as needed.
- Provide career counselling and carefully plan a job placement.
- Provide a work-place mentor or job coach.
- Assist in developing social networks if requested.
- Establish peer support groups.
- Co-ordinate technical assistance and specialized support for employers.

Interagency activities

- Establish rapport with local organizations and associations (e.g., Brain Injury Association).
- Co-ordinate support services with the student and his or her family.
- Establish a co-operative relationship with the medical rehabilitation centre if appropriate.

Resources

Organizations

BC Brain Injury Association

218 Sixth Street
New Westminster BC V3L 3A2
Tel: (604) 520-3221
Fax: (604) 520-3206
<http://www.bcbia.org>

Educating Students With Head Injury

c/o G.F Strong Rehabilitation Centre
4255 Laurel Street
Vancouver BC V5Z 2G9
Tel: (604) 734-1313
Fax: (604) 737-6359

Sunny Hill Health Centre for Children

3644 Slocan Street
Vancouver BC V5M 3T8
Tel: (604) 434-1331
Fax: (604) 436-1743
<http://www.sunnyhill.bc.ca>

Web sites**Alcohol Related Brain Injury**

<http://www.vicnet.net.au/~arbias>

Community-based, specialist disability service for people with acquired brain injury and their families/careers.

Brain Injury Association

<http://www.biausa.org>

Promotes awareness, understanding, and prevention of brain injury through education, advocacy, research grants, and community support services that lead toward reduced incidence and improved outcomes of children and adults with brain injuries.

Print materials

Begali, V. (1992). *Head injury in children and adolescents: A resource and review for school and allied professionals*. 2nd ed. Brandon, VT: Clinical Psychology Publishing Company, Inc.

Gerring, P. J. and Carney, J.M. (1992) *Head Trauma: Strategies for educational integration*. San Diego, CA: Singular Publishing Group, Inc.

Home, R. and Thuli, K. (1997). *Ideas and strategies for including youth with disabilities in school to work programs*. Sacramento, CA: California School to Work Interagency Transition Partnership and California Department of Education, Academy for Educational Development.

Mira, M.P., Tucker, B.F., and Tyler, J.S. (1992). *Traumatic brain injury in children and adolescents: A sourcebook for teachers and other school personnel*. 2nd ed. Austin, TX: Pro-Ed.

National Rehabilitation Information Center. (1992). *Traumatic brain injury: A NARIC resource guide for people with TBI and their families*. Silver Spring, MD: National Rehabilitation Information Center.

- Savage, R. (1995). *An educator's manual: What educators need to know about students with TBI*. 3rd ed.. Washington, DC: Brain Injury Association, Inc.
- Wehman, P. (1996). *Life beyond the classroom: Transition strategies for young people with disabilities*. 2nd ed.. Baltimore, MD: Paul H. Brookes Publishing Co.
- Wolcott, G., Lash, M., and Pearson, S. (1995). *Signs and strategies for educating students with brain injuries: A practical guide for teachers and schools*. Houston, TX: HDI.

Grade 8

Academic goals

- Career/life transition orientation for students and parents
- Community exploration
- Pre-employment skill training
- Accomplishment of identified goals in the following areas:
 - self-esteem
 - self-determination
 - social skills
 - transportation
 - leisure/recreation

Grade 9

- Academic goals
- Career/life transition planning (i.e., PATH)
- Career/life transition goals developed in SLP and/or IEP
- Self-determination scale
- Interest testing
- Vocational assessment
- Career/life transition diary
- Career/life transition fair
- Employment guest speakers
- Community exploration
- Employment tour/s
- Job shadow/s
- Pre-employment skill training

- Accomplishment of identified goals in the following areas:
 - self-esteem
 - self-determination
 - social skills
 - transportation
 - leisure/recreation

Grade 10

- Academic goals
- Career/life transition goals reviewed/developed in SLP and/or IEP
- Community exploration
- Pre-employment skill training
- In-school mentorship
- Self-determination scale
- Job-readiness scale
- Interest testing
- Vocational assessment
- Career/life transition planning
- Career/life transition diary
- Career/life transition fair
- Employment guest speakers
- Employment tour/s
- Job shadow/s
- Post-secondary tour/s
- Work experience
- Accomplishment of identified goals in the following areas:
 - self-esteem
 - self-determination
 - social skills
 - transportation
 - leisure/recreation

Grade 11

- Academic goals
- Career/life transition planning (i.e., PATH)
- Job-readiness scale
- Interest testing
- Vocational assessment
- Career/life transition goals
- reviewed/developed in SLP and/or IEP
- Career/life transition diary
- Career/life transition fair
- Employment guest speakers
- Employment tour/s
- Job shadow/s
- Post-secondary tour/s
- Post-secondary shadow/s
- Work experiences (4)
- Career program:
 - Career Preparation
 - Co-op. Education
 - SS Apprenticeship
- Peer support activities
- Natural supports in workplace
- Community agency exploration
- Vocational evaluation
- Accomplishment of identified goals in the following areas:
 - self-esteem
 - self-determination
 - social skills

Grade 12

- Academic goals
- Interest testing
- Vocational assessment
- Career/life transition goals reviewed/developed in SLP and/or IEP
- Career/life transition diary
- Career/life transition fair
- Employment guest speakers
- Employment tour/s
- Job shadow/s
- Technical college tour/s
- Technical college shadow/s
- Work experiences (4)
- Career program:
 - Career Preparation
 - Co-op Education
 - SS Apprenticeship
- Peer support activities
- Natural supports in the workplace
- Accomplishment of identified goals in the following areas:
 - self-esteem
 - self-determination
 - social skills
- Vocational evaluation
- Community agency linkages
- Post-school services eligibility determined
- IWRP (individualized written rehabilitation plan where applicable) or post-school/work plan written

Adapted from *The Reality of Best Practices in Transition: A Case Study* by L.L. Collet-Klingenberg, *Exceptional Children*, Vol. 65, No. 1, 1998, p. 71. Copyright 1998 by The Council for Exceptional Children. Used with permission.

The work of a transition team will vary from school district to school district, and from school to school. The role of the transition team is to foster successful career/life transitions. Suggestions for the kinds of job tasks transition teams may engage in include the following:

Program development

- Develops/revises processes, system guidelines, procedures, and forms in career/life transition planning
- Develops/revises career/life transition teaching materials
- Collaborates with agencies for program development
- Proposes new ideas for program development
- Maintains a high level of knowledge regarding career/life transition research, materials, computer programs, and “best practices”

School staff development

- Disseminates career/life transition information and provides in-service training for teachers/administrators
- Facilitates liaison between special education teachers and career education staff to monitor student progress, facilitate communication, and identify appropriate accommodations
- Facilitates appropriate referrals to school-based career programs
- Assists school staff in interpreting assessment results; understanding student strengths, weaknesses and modifications required; and recommending appropriate placements.
- Establishes/evaluates timelines within secondary school curriculum for vocational interest/aptitude, career/life transition exploration with job experiences, and individual vocational assessments

Community agency/employer liaison

- Identifies, establishes, and maintains liaison/collaboration among local school/s, community service providers, post-school institutions, and employers to identify concerns about employability of students
- Targets areas for local school to address and to improve the employability of students
- Educates adult service agencies about school programs/procedures
- Writes co-operative articulation agreements
- Facilitates referrals to other agencies
- Leads interagency transition meetings to discuss needs, prioritize concerns, and develop plans to address each concern
- Links students with post-secondary student support service co-ordinators

Career/life transition assessment

- Identifies and refers students for educational and vocational assessment within the school and/or district
- Ensures co-operative efforts with other agencies regarding evaluation/assessment of students so that efforts are not duplicated
- Facilitates implementation of recommendations of reports by communicating and interpreting results with teachers and others
- Co-ordinates the development of career/life transition awareness and exploration activities as part of the career development process
- Collaborates with career education staff to ensure full student participation in career fairs

Career/life transition planning

- Identifies students with diverse needs and students who are “at risk” and initiates a career/life transition process
- Completes a student review of all students considered for career/life transition planning
- Oversees implementation of career/life transition planning activities and services as developed in IEP meetings
- Identifies appropriate assistive technology

- Monitors completion of course work to meet program requirements
- Identifies career/life transition services provided by community colleges
- Oversees the development of post-secondary employment and training linkages

Education and community training

- Promotes self-advocacy activities and curriculum
- Trains career education teachers, special education teachers, and employers to understand the need for self-advocacy
- Facilitates access to school and community work-based learning opportunities (job shadowing, mentorship, work experience, career and co-operative education programs, secondary school apprenticeship)
- Identifies/develops community-based training sites, school-based training, and job placements for students with diverse needs and students who are “at risk”
- Provides employers and supervisors with technical support/assistance
- Implements work experience support services for workplace adjustment and success
- Identifies/co-ordinates transportation options
- Manages/co-ordinates job coaching assistance
- Co-ordinates community-based instruction and the teaching of daily life skills
- Examines/identifies post-secondary training and education options
- Promotes tours of successful employment/vocational training/education options

Family support

- Informs parents/families of community resources
- Develops and provides parent training regarding career/life transitions
- Promotes understanding of eligibility requirements and availability of services

- Assists students/families in understanding the system and accessing services
- Mediates between schools and families
- Counsels and communicates with parents regarding parent/student changing roles

Community relations

- Disseminates information (e.g., videos, print material) to various audiences
- Encourages the development of newspaper articles, public service announcements, and presentations
- Co-ordinates awareness events/presentations for employers, teachers, parents, students, and service organizations
- Develops business partnerships (guest speakers, field trips, equipment, mentorship programs, etc.)
- Promotes work-based opportunities with businesses, and recruits businesses
- Co-ordinates/sponsors career/life transition fairs

Program evaluation

- Conducts school and community needs assessments
- Identifies and evaluates existing programs and resources
- Identifies gaps in career/life transition services
- Devises evaluation forms
- Analyses and uses information gained from evaluations
- Establishes a system for following students to determine effectiveness of career/life transition planning (at least one year after leaving school)

Adapted from *Transition Coordinators: Define Yourself* by S. B. Asselin, M. Todd-Allen and S. deFur, *Teaching Exceptional Children*, Vol. 30, No. 3, 1998, p.14. Copyright by The Council for Exceptional Children. Used with permission.

Planning Alternative Tomorrows with Hope (PATH) and the McGill Action Planning System (MAPS) are future-oriented planning tools used in the planning and assessment of students who have challenging needs. Both processes emphasize the importance of involving those closest to the student in the planning process. In addition to a trained facilitator, those involved may include the parents and other family members, past and present teachers, peers, members of the school-based team, other school personnel, other ministry representatives, community-based agency representatives, and representatives from post-secondary educational institutions and programs.

MAPS

MAPS is a planning system for the collection of information to be used in designing a plan for students with challenging needs that will help them gain the skills they need to participate in group settings at home, at school, and in the community. As a process, it focuses on abilities and capacities rather than deficits. In order to determine the student's abilities and planning needs, a facilitator works through a series of eight questions with the student and other group members. These questions include:

- What is MAPS?
- What is the history of this student?
- What is your dream for this student?
- What is your nightmare for this student?
- Who is the student?
- What are the student's strengths, gifts, and abilities?
- What are the needs of the student?
- What would an ideal day look like for this student and what steps must be taken to ensure that it happens?

The participants in the MAPS meeting determine how the needs of the student can be addressed, who will be responsible for seeing they are addressed, and when they will be addressed. Parts of the MAPS process may be repeated on a regular basis in order to assess how the student is

progressing and changing, and to evaluate how well the individual needs of the student are being met.

PATH

PATH is a process designed to promote successful transitions from school to career/life for students with challenging needs. In a creative manner, PATH builds upon history, a common understanding, and mutual support. A team is formed based on the wishes of the student, and may include family members, friends, peers, past and present teachers, other school personnel, other community-based agency and ministry representatives, and representatives from post-secondary educational institutions and programs. During the PATH process, the team creates a shared vision of a full and rich life for the student and determines what the student views as an ideal life, based upon where the student wants to live and with whom, desired level of involvement in the community, and where the student will work. These preferences and choices form a basis for a well-defined series of steps that must be undertaken in order to make the student's dream come true. PATH:

- identifies dreams for the future
- sets positive and attainable goals
- discusses where the student is in relation to future goals
- identifies support people and resources available to the student
- lists what is needed to strengthen each person's contribution to the goals
- establishes a plan for the next month
- confirms each person's commitment to the initial steps in the PATH process.

The PATH team assumes responsibility for the necessary arrangements that will ensure the student's progress along the path to the future. PATH meetings are held at regular intervals in the student's life to re-evaluate the student's goals and expectations and to ensure that his or her needs are being met.

Both MAPS and PATH allow the students who undertake such processes the opportunity to consider and prepare for their own future. The processes also offer the students a pre-determined framework within which to explore their career/life plans with the assistance of identified supports.

Resources

Print materials

- Falvey, M. A., Forest, M., Pearpoint, J. and Rosenberg, R. L. (1993). *All my life's a circle: Using the tools: Circles, MAPS and PATH*. Toronto, ON: Inclusion Press.
- Forest, M., Pearpoint, J. and Snow, J. (1992). *The inclusion papers*. Toronto, ON: Inclusion Press.
- Mount, B. (1992). *Person-centered planning: Finding directions for change using personal futures planning*. New York, NY: Graphic Futures, Inc.
- Pearpoint, J., O'Brien, J. and Forest, M. (1993). *PATH: A workbook for planning positive future: Planning alternative tomorrows with hope for schools, organizations, businesses, families*. Toronto, ON: Inclusion Press.
- Vandercook, T., York, J. and Forest, M. (1989). The McGill Action Planning System (MAPS): A strategy for building the vision. *The Journal of the Association for Persons with Severe Handicaps*, 14(3), 205–5.

Videos

- PATH: Planning Alternative Tomorrows With Hope. (1994, 35 minutes)*
Inclusion Press International
24 Thorne Crescent
Toronto, ON M6H 2S5
Tel: (416) 658-5363
Fax: (416) 658-5067

Parental involvement in career/life transition planning and goal-setting increases the likelihood of success in plan implementation, relevancy of learning and motivation for success. Many students with diverse needs secure employment through a network of family members and friends. When families are moderately to highly involved, students with diverse needs have a greater chance of a successful transition to employment, and may also earn higher wages and work more hours per week than those with uninvolved families.

To encourage parental participation in the career/life transition planning and goal-setting process, members of the school-based transition team may:

- provide parents with plain language information regarding their rights and responsibilities in the career/life transition planning process and how they can get involved
- provide parents with a specific list of ways in which they can support the career/life transition goals at home
- encourage parents to provide the school with information about the student's abilities, potential, strengths, weaknesses, interests, preferences, and career/life transition needs
- provide parents with an awareness of the importance of career/life transition planning and the need to develop specific career/life transition goals in IEP development from the time the student is initially identified as having a special need
- initiate home-based assignments and ask parents to submit relevant samples of the student's work completed at home
- obtain employment leads from parents and other family members
- encourage parents to maintain ongoing contact with the school
- provide parents with information on career/life transition goal attainment by their child
- develop a section within a career resource centre that provides information and support for parents
- create parent support groups
- encourage parents to participate in school and school district parent committees, career programs advisory committees, and community support groups for individuals with diverse needs

- host parenting workshops to increase awareness of and confidence in ways to instill self-esteem and a sense of independence in children
- provide parents with comprehensive information regarding the student's post-secondary education, career development, and adult living options following school leaving
- work with parents and professionals to develop options when service gaps exist
- arrange to hold career/life transition planning meetings outside the parents' workday if they are unable to miss work
- allow parents to play an active role in decision making regarding goals, objectives, and experiences for their children.

Resources

Web sites

National Parent Network on Disabilities

<http://www.npnd.org>

Provides a presence for all families of children, youth, and adults with disabilities. Includes links to NPND publications, information for women with disabilities, self-determination information and a list of resources.

Print materials

Alberto, P. et al. (1995). Using videotape to communicate with parents of students with severe disabilities. *Teaching Exceptional Children*, 27(3), 18–21.

Algazzine, B., Ed., and Ysseldyke, J. (eds.). (1995). *Tactics for improving parenting skills* (TIPS). Longmont, CO: Sopris West, Inc.

Boone, R. S. (1992). Involving culturally diverse parents in transition planning. *Career Development for Exceptional Individuals*, 15(2), 205–21.

Bruns, D. A. and Fowler, S. A. (1999). Designing culturally sensitive transition plans for young children and their families. *Teaching Exceptional Children*, 31(5), 26–30.

Carr, S. C. and Ratcliff, Ellen. (1994). Partners for transition: Preparing students for the future. In Montgomery, D. (ed.), *Rural partnerships:*

- Working together*. Proceedings of the 14th Annual National Conference of the American Council on Rural Special Education (ACRES), Austin, TX, March 23–26, 1994.
- Covey, S. R. (1996). *How to develop a family mission statement. The seven habits family leadership series*. [Audiotape]. Provo, UT: Covey Leadership Center.
- Florida Department of Education. (1996). *Getting parents involved in school-to-work: A resource guide*. Tallahassee, FL: Author
- Hutchins, M. P. and Renzaglia, A. (1998). Interviewing families for effective transition to employment. *Teaching Exceptional Children*, 30(4), 72–78.
- Johnson, J. R., and Rusch, F. R. (1993). Secondary special education transition services. *Career Development for Exceptional Individuals*, 16(1), 1–18.
- Kohler, P. D., Destefano, L., Wermuth, T. R., Grayson, T. E., and McGinty, S. (1994). An analysis of exemplary transition programs: How and why are they selected? *Career Development for Exceptional Individuals*, 17(2) 187–201.
- Levison, E. M., and McKee, L. M. (1991). The exceptional child grows up: Transitions. In M. Fine (ed.), *Collaborative involvement of parents*. Brandon, VT: Clinical Psychology Publishing.
- McNair, J. and Rusch, F. R. (1990). Parent involvement in transition programs. In F. R. Rusch (ed.), *Research in secondary education and transition employment*. Champaign, IL: University of Illinois.
- Moery, K. (1993). *After high school...? Building on today for tomorrow: Designing and implementing a community-based, family-centered transition planning project. A manual for professionals, parents and youth with disabilities*. Chicago, IL: The BUILDING Project.
- Morningstar, M. E., Turnbull, A. P., and Turnbull, H. R. (1996). What do students with disabilities tell us about the importance of family involvement in the transition from school to adult life? *Exceptional Children*, 62(3), 249–260.
- Peel, H. A. and Foster, E. S. (1993). Inviting parents to the middle: A proactive stance for improving student performance. *Journal of Invitational Theory and Practice*, 2(1), 43–52.
- Rioux, J. W. (1996). *The role of parents in school-to-work transition. Education Reform and school to work transition series*. US: District of

- Columbia. (ERIC Document Reproduction Service No. ED 391 976).
- Salembier, G. and Furney, Katherine, S. (1994). Promoting self-advocacy and family participation in transition planning. *Journal of Vocational Special Needs Education*, 17(1), 12-17.
- Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C., and Leconte, P.J. (1996). *Assess for success: Handbook on transition assessment*. Reston, VA: The Council for Exceptional Children.
- Smith, H. C. et al. (1992). Getting older: The special child grows up. *Special Parent/Special Child*, 8(1).
- Way, W. L. and Rossman, M. M. (1996). *Learning to work: How parents nurture the transition from school to work and family matters...in school to work transition*. Macomb, IL: Western Illinois University. (ED391885).
- Weymeyer, M. L., Morningstar, M., and Husted, D. (1999). *Family involvement in transition planning and implementation*. Austin, TX: PRO-ED, Inc.

The following case studies have been developed to show two very different students with diverse needs. The features of the students in these case studies were derived from several real students in British Columbia. While the information has been significantly altered to preserve confidentiality, the case studies still show the very real needs of students with diverse needs and how teachers can plan to meet those needs.

Jarrold: A Grade 11 student

Jarrold is a 17-year-old student with Down Syndrome and a hearing loss. He has received special educational support since his entry into the public school system at age six. Jarrold is intellectually disabled. He is verbal, but has speech articulation problems. He may use oral language without understanding the meaning of the words he chooses to use. He is easily distracted and has difficulty staying on task unless it involves helping a staff member.

Jarrold is in a regular Grade 11 program this year for part of his program, and is supported by a teacher assistant who works with some of his classroom teachers. For part of the day, Jarrold works in the resource room on assignments. He is currently receiving instruction in reading and basic mathematics skills, social studies, physical education, and applied technology. Jarrold reads at approximately a Grade 3 level, and has mastered most of the basic mathematics skills at a Grade 4 level. He also receives speech-language services to improve his ability to speak and to understand language. Jarrold's experiences in this inclusive environment include participating on the students' council with peer support, participating in the school social committee, and assisting with book returns in the school library. He travels independently in his neighbourhood by bicycle, and is learning to take the bus to and from school each day.

Jarrold has some strengths as well as difficulties in social relationships. Family relationships are strong, with his parents and siblings supportive of any efforts to assist Jarrold in becoming independent and self-sufficient. Jarrold has difficulty following social rules for personal space and touching (he gets too close to people when in conversation, touches

inappropriately, and sometimes attempts to kiss people). He is very rigid in his carrying out of assignments and does not deal well with change or alteration to his activities and scheduling. He responds to changes by verbal protests and refusal to co-operate. These behaviours have improved significantly since Grade 8. He is by nature shy, sometimes avoiding contact with people unless in the company of others he knows well.

Before entering senior secondary, school staff facilitated a Planning Alternatives for Tomorrow with Hope (PATH) meeting for Jarrod (see Appendix 4). His career/life transition needs were discussed. Jarrod stated during the meeting that he wanted to earn his own money. At this time, Jarrod also completed a Self-Determination Scale to further support his career/life transition development. Following this, it was decided that a vocational assessment would be completed. PATH planning helped to identify Jarrod's hopes and dreams, and began the career/life transition goal and strategy planning process, while the Self-Determination Scale helped to identify Jarrod's readiness to succeed in the world of work and adult living. The vocational assessment clarified Jarrod's variety of career interests, and his strengths, which included good hand-eye co-ordination, the ability to assemble and fold things, and working with other people.

He was involved in numerous career explorations throughout his Grade 10 year at the local fire hall, police station, a restaurant, and a local retail store. Jarrod has chosen the retail store as a future place of employment.

Penfield Senior Secondary School

INDIVIDUAL EDUCATION PLAN

STUDENT NAME	<i>Jarrold</i>	GRADE/CLASS	<i>11</i>
BIRTH DATE	<i>August 15, 1982</i>	PREVIOUS SCHOOL	<i>Seair Junior Secondary</i>
STUDENT NO	<i>10598765</i>		
PARENTS/GUARDIANS	<i>Ken</i>	ADDRESS	<i>444 W. Bayshore Avenue</i>
	<i>Wendy</i>		<i>Vancouver BC V5R 5K5</i>
HOME PHONE	<i>555-2870</i>	WORK PHONE	<i>555-3761</i>

BACKGROUND INFORMATION

ASSESSMENT

Report from Dr. Physician, pediatrician, dated May 1987
 Diagnosis of Down Syndrome
 Referral for Speech and Language Assessment
 Psycho-educational Assessment Report, 1988
 (See file for full assessment report—Mild Intellectual Disabilities)

ACADEMIC FUNCTIONING, ASSESSMENT

Gr. 8, 1995—Reading Gr. 2, Mathematics Gr. 2
 Gr. 10, 1998—Reading Gr. 3, Mathematics Gr. 4
 On Modified Program

STRENGTHS AND/OR INTERESTS

- likes to organize things
- basic arithmetic
- strong relationships with people he knows well
- good hand-eye co-ordination
- ability to assemble things
- strong gross motor skills
- enjoys bike riding

NEEDS (What are the most important things the student should be learning to do?)

- to increase reading and writing skills
- to deal with change more effectively
- to develop anger management techniques
- to develop appropriate social behaviours and workplace social skills
- to develop independent job skills

LONG-TERM GOALS

Jarrold will complete secondary school and seek employment in the retail industry. Jarrold will develop independent living, social, and job skills to enable him to function in the community with a minimum of support.

PAGE 2 of 6

STUDENT NAME *Jarrold* GRADE/CLASS *11*

TIMETABLE FOR SCHOOL YEAR *1999/2000*

SUBJECT#	SEMESTER	SUBJECT AREA	TEACHER	W/MODIFICATIONS	REGULAR W/ ADAPTATIONS	REGULARW/O ADAPTIONS
1	1	<i>Communications 11</i>	<i>S. Standeven</i>	✓		
2	1	<i>Essentials of Math 11</i>	<i>T. Laal</i>	✓		
3	1	<i>Industrial Design 11</i>	<i>G. Kennedy</i>	✓		
4	1	<i>Resource/Work Exper.</i>	<i>J. McClellan</i>		<i>n/a</i>	
5	2	<i>Physical Education 11</i>	<i>R. Pollard</i>			✓
6	2	<i>Socials 11</i>	<i>J. McClellan</i>		✓	
7	2	<i>Essentials of Math 11</i>	<i>T. Pallan</i>	✓		
8	2	<i>Resource/Work Exper.</i>	<i>J. McClellan</i>		<i>n/a</i>	

INDIVIDUAL GOALS FOR GRADE *11*

GOAL/Communication Jarrod will increase expressive vocabulary.		PERSON RESPONSIBLE Mrs. S. Standeven, Com 11 teacher Bonnie Bennett, SLP	
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS	
Jarrod will increase his use of new words in written communications. Jarrod will increase his use of new words in oral language.	Provide opportunities to practise using new vocabulary found in the retail industry, using "Wonder Words" computer program in class. Have Jarrod make personal dictionary using computer word-processing. Provide opportunities for Jarrod to use new words learned in weekly journal assignments. Practise new vocabulary in planned conversations with TA and teacher. Rehearse and reinforce the use of new words. Jarrod will take his personal dictionary home to share with his parents.	Jarrod will independently use 50 new words in Communications written assignments by January 30, 2000. Jarrod will use new vocabulary words in oral communication with teachers, parents, and TA.	

PAGE 3 OF 6

STUDENT NAME *Jarrold* GRADE/CLASS *11*

GOAL/Behaviour Skills Jarrod will develop skills for dealing with change effectively.		PERSON RESPONSIBLE Mrs. J. McClellan, Resource teacher Mr. and Mrs. Parents	
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS	
Jarrold will use rehearsal and picture strategies to make smooth changes in plans for his activities. Jarrod will use picture representations to clarify household/ school rules.	Assist Jarrod in creating a detailed pictorial summary of his activities with options for change built into it, including options for planning each day and weekly events. Provide Jarrod with mediated practice at home and in different school environments in using his schedule for predicting changes. Reinforcement for successful use.	Jarrod uses his schedule to document changes in plans and follows successfully without disruptive behaviour at home, work, and school.	
GOAL/Behaviour Skills Jarrod will develop a sense of personal space in interactions with other people		PERSON RESPONSIBLE Mrs. J. McClellan, Resource teacher Mr. Sanderson, TA Mr. and Mrs., Parents Sarah Lee, Home support worker	
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS	
Jarrold will distinguish between appropriate and inappropriate proximity. (Note: Jarrod will be supervised in all school settings by an adult until this objective is accomplished.)	Develop social stories to illustrate appropriate and inappropriate proximity (greeting people, hugging parents, responding to accidental touches). Provide opportunities for Jarrod to read the stories at home and at school. Provide practice by referring to the stories in community settings.	Jarrod will shake hands when greeting people. Jarrod will hug family members without touching personal parts of their bodies. Jarrod will not impose himself upon others inappropriately in school or the community.	
Jarrold will keep a comfortable space between himself and other people.	Teach the concept of personal space through modelling, practice, and reinforcement with a variety of adults and peers in different settings.	Jarrod will stand and sit at a comfortable distance from other people (space to be defined during training).	

PAGE 4a OF 6

STUDENT NAME *Jarrod* GRADE/CLASS *11*

GOAL/Social Skills Jarrod will develop skills for independent living: conversation skills, decision making.		PERSON RESPONSIBLE Mr. Sanderson, TA Sarah Lee, Home support worker
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Jarrod will develop practical problem-solving skills.	Social skills group using <i>Skillstreaming for the Adolescent</i> curriculum lessons, practice, and role play.	Jarrod will use decision-making strategies in natural environments—job site, recreation sites.
Jarrod will increase his conversation skills.	Jarrod will attend Sarah Lee’s social skills training group using <i>Skillstreaming for the Adolescent</i> curriculum lessons.	Jarrod will successfully start conversations with peers and fellow workers and maintain for five minutes.

PAGE 4b OF 6

STUDENT NAME *Jarrold* GRADE/CLASS *11*

GOAL/Transition and Life Skills Jarrod will begin developing workplace skills.		PERSON RESPONSIBLE Mrs. J. McClellan, Resource teacher Mrs. G. Kennedy, Applied Technology teacher Mr. Sanderson, TA Sarah Lee, Home support worker
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Jarrold will arrive on time at work experience site.	Supported practice using schedule and clock. Set up self-monitoring strategy with Jarrod and reinforce for successful use.	Jarrold arrives on time five days consecutively.
Jarrold will follow directions and complete tasks assigned at the workplace.	Develop portable picture card set for use at work site (seven pictures maximum). Provide supported practice in use of picture cards.	Jarrold refers to picture card set independently, and follows.
Jarrold will use good hygiene practices at work experience site.	Have Jarrod use hygiene checklists for home, school, and the work site. Use modelling of hygiene practices and prompt Jarrod to review checklist each day at home and school.	Jarrold follows checklist for personal hygiene independently every day.
Jarrold will develop independence at completing assembly tasks needed at Wal-Mart, with up to seven steps.	Provide opportunities to practise seven steps of assembly required for Wal-Mart job, first in resource class. Create a visual for school and work site showing each of the seven steps required to assemble the components.	Jarrold will assemble items on the job at Wal-Mart using his visual without staff prompting.

PAGE 5 OF 6

STUDENT NAME Jarrod GRADE/CLASS 11

GOAL/Independent Living Skills Jarrod will develop skills for independent living: conversation skills, decision making.		PERSON RESPONSIBLE Mr. Laal, Teacher Mr. Sanderson, TA
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Jarrod will develop practical money management and consumer skills.	As part of Essentials of Math course, Jarrod will undertake projects to plan and budget purchases, and visit stores in the community to carry out these activities.	Jarrod will successfully plan and determine the cost of a week's purchases at the supermarket for family meals.
Jarrod will increase his conversation skills.	Jarrod will attend Sarah Lee's social skills training group using <i>Skillstreaming for the Adolescent</i> curriculum lessons.	Jarrod will successfully start conversations with peers and fellow workers and maintain for five minutes

TEAM MEMBERS

(name, position, and signature acknowledging agreement with the goals and objectives)

W. Fraser/School administrator _____ J. McClellan/Resource Teacher _____

G. Kennedy/Classroom teacher _____ Sarah Lee/MCF home support worker _____

Mr. and Mrs./Parents _____ B. Bennett/SLP _____

G. Sanderson/TA _____ IEP CO-ORDINATOR: Mr. J. McLellan

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STUDENT NAME

Jarrold

GRADE/CLASS

11

YEAR END REVIEW

DATE

May 15, 2000

Jarrold has had a year with some great successes and some ongoing difficulties.

- Jarrold has successfully used his picture card set to organize his tasks and stay on schedule, and he uses them independently. He continues to raise objection to changes, even when he has created these schedules to reflect them. Another strategy should be explored for next year in consultation with parents, who report similar difficulties at home.
- Schedules displaying pictures, including bike riding and use of kitchen appliances—posted in several locations in the house—have helped Jarrold to comply with family rules.
- Jarrold has made a personal dictionary, used the new words in Communications 11 assignments, and transferred these words into his work at the retail store. Oral vocabulary growth has taken place. Practice using his personal vocabulary dictionary in other settings has begun and will continue next year. Jarrold still does not initiate conversations with peers on topics of interest other than about the store he is working in.
- Jarrold appears to have mastered the difficulty with acknowledging personal space. He is starting to grasp the concept of ownership. Significant effort was placed on this goal so that Jarrold could safely move ahead with transition plans and work experience. Peers at school and in the retail store were coached on the effective prompt to remind Jarrold when he stood or sat too close to them. After Christmas break, staff decided that Jarrold's development in this area warranted a change in the constant supervision rule. Jarrold seemed pleased to have earned greater independence. This was rewarded at home by planned chat room time of 60 minutes per week.
- Jarrold is meeting the modified academic goals for Communication 11 and Essentials of Mathematics 11. He uses his computer for all course work. The repeat of Essentials of Math 11 to give him a chance to work on practical problem solving was successful. When given models for each type of consumer problem, he can successfully carry out the computation steps, but deciding on the strategy is still a significant difficulty. Steps in life skills/budgeting and money management problem solving should be a focus for next year.
- Jarrold grasps the skills practised in lessons using *Skillstreaming for the Adolescent* activities if they are scripted and practised verbatim. If the situation in which the skill is needed is significantly different, he still needs prompting to use the skill. Further "homework" practising skills in various settings has helped and should be continued.
- Jarrold's mastery of the Work Experience assembly tasks and the use of other job-related social skills were both excellent.

Transition plans: Wal-Mart has asked for Jarrold to return next year, and staff are planning a Co-operative Education placement for half days in September. TA support at the job site will be faded with a goal of Jarrold attending the co-operative education placement at Wal-Mart independently by November. Job-site skills needed will be reinforced at school and home. Summer employment opportunities will be explored at Wal-Mart as well. Participating in a community activity should be explored and supported by school and family next school year.

Kelly: A Grade 10 student

Kelly is a 16-year-old student with severe learning disabilities. She has received special education support since Grade 4. Kelly has consistently had difficulty completing the academic outcomes for her age and grade and meeting the behavioural expectations of school. Kelly shows limited interest in her academic classes. She reads at grade level, but her math skills are two grades below what they are expected to be. Kelly's handwriting is poor, and she has difficulty listening to classroom instructions and taking notes. She responds best to written instructions and is easily distracted by conversations and other noises. To assist her with her ongoing learning needs, Kelly has access to a resource room for assistance as needed. She attends all classes in regular classrooms, but may go to the resource room for assistance with her course work, homework and assignments. She also takes tests in the resource room, under supervision and as required.

One of Kelly's biggest problems is social skills. She has difficulty relating to her peers and frequently misunderstands what is being said to her because she has difficulty reading body language and other non-verbal cues. In conversations, she lags behind in the discussion, often formulating what she wants to say then saying it long after the conversational topic has changed. Kelly becomes frustrated quickly and often verbally and physically expresses her anger. She has been unsuccessful in forming friendships and spends much of her free time on her own engaged in playing her guitar.

About to enter Grade 11, Kelly had no clear idea of what her career goals might include. An IEP meeting was held to discuss and develop career objectives and to review Kelly's course work. At the meeting, the school-based team discussed the possibility of a vocational assessment to determine Kelly's interests, strengths, and weaknesses. Soon after the meeting, Kelly went to the school career centre for a variety of career assessment activities. During this time, Kelly was also encouraged to visit various career programs in her school to see what each program offered. Her interest was captured by trades-related programs, particularly one where students would learn construction skills.

Staff met a second time to further facilitate career/life transition goal planning for Kelly's IEP. This meeting helped Kelly to clarify her hopes and dreams, as well as her strengths, including her ability to work with her hands, and her enjoyment in assembling puzzles and games with small pieces. The vocational assessment activities were consistent with the results of earlier school assessments, which also indicated her enjoyment of activities requiring hands-on experience. Based on her

recent career assessment activities, Kelly stated during the meeting that she was interested in looking further into construction trades, in particular at becoming a tile-setter—an apprenticeable trade. The school counsellor determined that Kelly could handle a secondary school apprenticeship program if some modifications were made in training (e.g., extra assistance with necessary math).

Willow Secondary School INDIVIDUAL EDUCATION PLAN

STUDENT NAME	<i>Kelly</i>	GRADE/CLASS	<i>11</i>
BIRTH DATE	<i>August 15, 1983</i>	PREVIOUS SCHOOL	<i>Camden Elementary</i>
STUDENT NO	<i>10689734</i>		
PARENTS/GUARDIANS	<i>Wes</i>	ADDRESS	<i>1533 Stanwood Avenue</i>
	<i>Margaret</i>		<i>Campbell River BC V9W 3P2</i>
HOME PHONE	<i>286-4401</i>	WORK PHONE	<i>923-2455</i>

BACKGROUND INFORMATION

ASSESSMENT

1991 Psych Ed Assessment SLD–Math/non-verbal disability		- difficulty with math facts, concepts
WISC-R	V–105 P–85	- problems with processing - difficulties with distractibility
<i>(See full reports in file)</i>		

ACADEMIC FUNCTIONING, ASSESSMENT

Grade 10	Reading comprehension	Gr. 9–6
	Math calculation	Gr. 7–3
	Math problem solving	Gr. 5–6
	Written expression	Gr. 6–5

STRENGTHS AND/OR INTERESTS

- strong reading skills
- strong fine motor skills
- musical talent
- enjoys guitar
- enjoys assembling games and puzzles with small pieces

NEEDS: (What are the most important things the student should be learning to do?)

- to increase functional mathematics skills
- to develop a social network
- to develop appropriate social behaviours,
and workplace social skills
- to develop independent job skills

LONG-TERM GOALS :

Kelly will graduate from secondary school and continue her studies as an apprentice in tile setting. Kelly will develop social and job skills to enable her to function in the trade with a minimum of support.

PAGE 2 OF 6

STUDENT NAME Kelly GRADE/CLASS 11
 TIMETABLE FOR SCHOOL YEAR 1999/2000

SUBJECT#	SEMESTER	SUBJECT AREA	TEACHER	W/MODIFICATIONS	REGULAR W/ADAPT.	REGULARW/O ADAPT
1	1	Communications 11	S. Williams			✓
2	1	Applications of Math 11	T. Byrne		✓	
3	1	Technology Educ. 11	G. Gent			✓
4	1	Career/Pers. Plan 11	J. Rasmussen			✓
5	2	Physical Educatio 11	R. Harrison			✓
6	2	Social Studies 11	A. Hepburn		✓	
7	2	Music 11	T. Baines		✓	
8	2	SSA Work Exper. 11	J. Kennedy		✓	

ASSIGNMENT ADAPTATIONS

(circle the subject # in which each adaptation should be used)

Adjusted length of assignment	1	2	3	4	5	6	7	8
Extra time to complete assignments	①	②	3	4	5	⑥	7	8
Photocopied notes	1	2	3	4	5	⑥	7	8
Peer reader	1	2	3	4	5	⑥	7	8
Advanced organizers for note-taking	1	2	3	4	5	6	7	8
Oral/visual present. instead of written	1	2	3	4	5	6	7	8
Visual cue cards to aid memory	1	2	3	4	5	6	7	8
Calculator	1	②	3	4	5	6	7	8
Computer word processor	①	2	④	5	⑥	7	8	
Audio tapes	1	2	3	4	5	6	7	8
Other (please specify)	1	2	3	4	5	6	7	8
_____	1	2	3	4	5	6	7	8
_____	1	2	3	4	5	6	7	8
_____	1	2	3	4	5	6	7	8

Test Adaptations:

Extra time	①	②	3	4	5	⑥	7	8
Separate setting	1	2	3	4	5	6	7	8
Reader	1	2	3	4	5	6	7	8
Oral answers	①	2	3	4	5	⑥	7	8
Computer word processor	1	2	3	4	5	6	7	8
Other (please specify)	1	2	3	4	5	6	7	8
Separate Setting	1	2	3	4	5	6	7	8
_____	1	2	3	4	5	6	7	8

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STUDENT NAME	<i>Kelly</i>	GRADE/CLASS	<i>11</i>
INDIVIDUAL GOALS FOR GRADE	<i>11</i>		

GOAL/Communication Skills Kelly will develop skills in friendship making and conversing with peers effectively.		PERSON RESPONSIBLE Mrs. H. Joyce, School counsellor Ms. Cathy Gee, Youth support worker, the “Y” Mr. and Mrs., Parents
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will improve her ability to initiate and maintain social interaction with peers.	<p>Individual counselling sessions with school counsellor (once per week for the first term).</p> <p>Kelly will attend Cathy Gee’s “Go-Girls” group, a community-based activity and social skills program for girls 14–18, held one night per week.</p> <p>Provide Kelly with social skills instruction one-to-one and then in small group.</p> <p>Model and role-play initiating social interactions and responding to requests to participate in group activities.</p> <p>Provide Kelly with mediated practice in social interaction with peers at home and in different school and community environments.</p> <p>Reinforcement for successful use.</p>	Kelly undertakes social interactions successfully at school and at work.

PAGE 3b OF 6

STUDENT NAME *Kelly* GRADE/CLASS *11*
 INDIVIDUAL GOALS FOR GRADE *11*

GOAL/Behaviour Skills Kelly will improve the organization of her work.		PERSON RESPONSIBLE Mrs. J. Rasmussen, CAPP teacher Mrs. C. Forsythe, Resource teacher Mr. and Mrs., Parents
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will increase her ability to organize her work assignments, classroom work, and homework.	Mrs. Forsythe will provide counselling and discussion with Kelly in the use of a day planner.	Kelly will independently use a system of organization for her work.
Kelly will take her planner home to share with her parents.	Mrs. Rasmussen will work with Kelly and parents to develop an incentive program for Kelly (e.g., if Kelly takes her planner home and returns with it to school every day for a week, parents will take her out to a movie).	Kelly will use her planner to organize her activities and deadlines for their accomplishment and will share the information with teachers and parents.

PAGE 4 OF 6

STUDENT NAME *Kelly* GRADE/CLASS *11*

INDIVIDUAL GOALS FOR GRADE *11*

GOAL/Transition and Life Skills Kelly will maintain a sense of personal health and well-being through weight training and exercise offered through the school and the community recreational centre.		PERSON RESPONSIBLE Mr. R. Harrison, P.E. teacher Mrs. H. Joyce, School counsellor Mr. and Mrs., Parents
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will distinguish between appropriate and inappropriate levels of exercise.	Mr. Harrison will help Kelly to develop a personal fitness plan. (Note: Kelly will be supervised in all school settings by an adult during weight training.)	Kelly will participate in exercising in the weight room several times per week.
Kelly will become involved in a community-based physical fitness activity.	Mrs. Joyce will help Kelly to investigate and choose a community-based physical fitness program.	Kelly will participate in a teen fitness program at the local recreational facility.

GOAL/Academic and Transition Kelly will increase her understanding of math concepts and applications to work experience.		PERSON RESPONSIBLE Mrs. C. Forsythe, Resource teacher Ms. J. Keene, Employer Mr. and Mrs., Parents
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will master math calculations necessary or tasks required in tile-setting activities.	Mr. Kennedy and Mrs. Forsythe, with the employer, will identify the math requirements needed to perform tasks in tile setting. They will design practical problems for Kelly to complete with the resource teacher. Kelly will bring back from the work place tasks to work on with the res. teacher.	Kelly will successfully carry out required math calculations at school and on the job.

PAGE 5 OF 6

STUDENT NAME Kelly GRADE/CLASS 11
 INDIVIDUAL GOALS FOR GRADE 11

GOAL/Transition and Life Skills Kelly will begin developing workplace skills.		PERSON RESPONSIBLE Mr. G. Gent, Tech. Ed. teacher Mr. J. Kennedy, SSA Work Exp. teacher Ms. Janis Keene, Employer
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will arrive on time at work experience site.	Supported practice using day planner and wrist watch alarm. Set up self-monitoring strategy with Kelly and reinforce for successful use.	Kelly arrives on time five days consecutively
Kelly will follow video- taped instruction for tasks to be done at job site.	Develop videotaped sets of instruction for use at school or work site. Provide supported practice in use of video instruction.	Kelly refers to video- taped instruction for skill acquisition and review until tasks are completed successfully
Kelly will use communication skills at work experience site.	Have Kelly use self-assessment communication skill checklists. Model use of verbal and non-verbal communication and prompt review of checklist each day at home and school.	Feedback from peers in school and co-workers at the work experience site indicate that Kelly is listening and speaking appropriately.
Kelly will develop independence at basic tile-setting tasks.	Provide opportunities to experience tile setting, first in Applied Skills class. Create a videotaped set of instructions for school and work site showing each of the steps required to undertake the task.	Kelly will undertake to assist a tile setter on the job at Superior Tile Setting.

TEAM MEMBERS

(name, position, and signature acknowledging agreement with the goals and objectives)

W. Thompson/School administrator _____ Mrs. C. Forsythe /Resource teacher _____

Mr. J. Kennedy/SSA Work Exp. teacher _____ Mr. G. Gent/Tech. Ed. teacher _____

Mr. and Mrs./Parents _____

Mrs. H. Joyce/School counsellor _____ IEP CO-ORDINATOR: Mrs. C. Forsythe

STUDENT NAME Kelly GRADE/CLASS 11

YEAR END REVIEW

DATE May 15, 2000

Kelly has had a year with some great successes and some ongoing difficulties.

- Kelly was initially successful in using her day planner to organize her tasks and stay on schedule, but in second semester raised objection to continuing its use. Another strategy should be explored for next year in consultation with parents, who continue to report similar difficulties at home.
- Kelly appears to have improved in her ability to perceive non-verbal and verbal cues in communication. She is starting to grasp the concept of tracking in conversation. Significant effort was placed on this goal so that Kelly could employ these skills in her work experience. Peers at school and in the tile-setting business were coached on effective prompts to remind Kelly when she was off-track or inappropriate in her participation.
- Kelly continues to earn C to C+ grades in her courses. She uses a computer for all written course work. The enrolment in the Secondary School Apprenticeship Program was significant in giving her a chance to participate in a career-focussed activity, and in her music activities she was highly successful. When given videotaped instruction for each project, she can successfully carry out task. Her success is enhanced when she is able to replay the instruction as needed in order to develop mastery in each sequence of activities.
- Kelly grasps the skills practised in role plays and one-on-one dialogues. However, in situations where she needs to shift alternately from listening to speaking over a prolonged period, she tends to tire easily. Further "homework" practising skills in various settings has helped and should be continued.
- Kelly's participation in the weight room has helped her to achieve a level of fitness that is personally satisfying, and has allowed her to join the school canoeing club.
- Kelly's mastery of the Work Experience tile-setting tasks and the use of other job-related social skills were both excellent.

Transition plans: Superior Tile Setting has asked Kelly to continue her program with them, and staff are planning to continue a Secondary School Apprenticeship Program Placement for half days in September. Job-site communication skills needed will be reinforced at school and home. Summer employment opportunities have been arranged at Superior Tile Setting as well. Participating in a community recreation program should be continued and supported by school and family next school year.

STUDENT CAREER/LIFE TRANSITION PLANNING CHECKLIST

Appendix Six

Adapted from Hill, P., Horner, H., Sidhu, S., Standeven, B., Paetz, V., Cameron, S., and Powell, B. (1997). *Transition Diary*. A project of the Global Transition Committee, Victoria, BC, 1997. Used with permission.

Students can use this checklist to help them plan. Put a check mark in the box beside each completed task.

Grade 8

- I have set a date for my career/life transition planning meeting
- I have decided on the list of the people I want to support me in building my career/life transition plan
- I have a career/life transition action plan that tells what I have to learn during the next four years
- My individual plan tells about the academic, applied, and career/life transition skills I need to learn before I finish my secondary school program

Grade 9

- I have reviewed the career/living skills I will need to work on or explore this year
- I have a plan (SLP and/or IEP) that tells about the academic, applied, and career/life transition skills I need to learn before I finish my secondary school program
- I have explored interests, hobbies, and leisure activities in which I might be interested
- I have set up a network of friends and social support
- I have been active in school activities and community social groups
- I have explored the community for ideas about recreation and work
- I have learned how to travel around the community using public transportation
- I have decided what courses I need to take next year

Grade 10

- I have reviewed the career/living skills I will need to work on or explore this year
- I have a current plan (SLP and/or IEP) that tells about the academic, applied, and career/life transition skills I need to learn before I finish my secondary school program
- I have explored day program options that may be available after I finish secondary school (community college, adult day programs, supported work, competitive work, volunteering, recreation)
- I have continued to develop a network of friends and social support
- I have investigated eligibility for any supports that may be available from government, Band, or community agencies
- I have decided what courses I need to take next year

Grade 11

- I have set a date for my career/life transition planning review meeting
- I have decided on the list of the people I want to support me in reviewing my career/life transition plan, including the people from agencies I identified in Grade 10 who might be able to help me after I leave secondary school and need support as an adult
- I have reviewed the career/living skills I will need to work on this year
- I have a revised plan (SLP and/or IEP) that tells about the academic, applied, and career/life transition skills I need to learn before I finish my secondary school program
- I have continued to explore day options (community college, adult day programs, supported work, competitive work, volunteering, recreation)
- I have continued to enhance and maintain a network of friends and social support
- I have participated in a variety of work and learning experiences in the community
- I have contacted post-secondary transition personnel at institutions and programs I am interested in

- I have copies of post-secondary school calendars/program brochures for my own use
- I have contacted appropriate community agency workers to talk about eligibility and arrange for any adult learning and/or living supports that may be available to me from government, Band, or community agencies

Grade 12

- I have reviewed the career/living skills I will need to work on this year
- I have reviewed my SLP or IEP so I'm sure it tells about the academic, applied, and career/life transition skills I need to learn before I finish secondary school and the supports I will need when I go on to a post-secondary program
- I have continued to explore day options (community college, day programs, supported employment, community volunteer, recreational pursuits) that are available after secondary school completion
- I have participated in a variety of work and learning experiences in the community
- I have continued to enhance and maintain a network of friends and social support
- I have attended post-secondary institutional presentations as they have come up
- I have decided what my career and work goals will be once I leave school
- I have decided whether a course/program/college/institute or other option is suitable at this time
- I have figured out the financial and technical supports I will need for adult learning and living
- I have contacted appropriate community agency workers to finalize arrangements for any government, Band, and/or community agency learning and/or living support available to me
- I have contacted post-secondary school transition planners for assistance in submitting my application for admission
- I have reviewed my support service needs with the post-secondary school contact

- I have arranged for the transfer of required documentation with the institutional contact
- I have completed the application process

Adapted from Hill, P., Horner, H., Sidhu, S., Standeven, B., Paetz, V., Cameron, S., and Powell, B. (1997), *Transition Diary*. A project of the Global Transition Committee, Victoria, BC, 1997. Used with permission.

***This is the
Transition Diary
of***

name

school

address

phone

Contents

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Things to Consider Before the Planning Session

1. Pick a date for your transition planning session.
2. You will need a person to lead you and the other people whom you want to support you through the transition planning process. This person is called the *PROCESS FACILITATOR*.
3. You will need a person who will record the words and images of the pathfinder (student) and the chosen participants. This person is called the *GRAPHIC RECORDER*.
4. You will need to list the participants you wish to attend and help in the building of your plan.

PEOPLE WHO COULD HELP YOU WITH THIS:

- friends, family friends
- parent/guardian/associate parent
- teacher/education program facilitator/school-based team members
- social worker

PEOPLE YOU SHOULD CONSIDER FOR YOUR TEAM:

- parents/guardians/associate parents/family members
- your friends
- family friends
- social worker
- *teachers
- teacher assistants
- *school counsellors
- job coaches
- *school administrator
- district support personnel
- *You should invite representatives from the secondary school you are planning to attend.

Grade 8 Transition Planning Process

The transition planning method we have selected for you to use in your transition planning session is Planning Alternative Tomorrows With Hope (PATH), developed by Pearpoint, O'Brien, and Forest (1993). Using this planning process will assist you and your parents, brothers and sisters, teachers, and other members of your support group in developing a plan (SLP and/or IEP). This plan should reflect the goals and dreams you have for yourself as you enter secondary school.

TO DO:

1. The *date of my transition planning session is: _____

**This should be between Spring Break and June*

2. The process facilitator is: _____

3. The graphic recorder is: _____

4. People I would like to attend:

_____	_____
_____	_____
_____	_____
_____	_____

Grade 8

Things to Consider During the Planning Session

MY DREAMS

Things I want to do when I leave secondary school:

- Where do I want to work?
- Do I want to continue going to school?
- What do I like to do?
- Where do I want to live?

MY GOALS

Things I will do to work towards my dreams:

- Actively participate in the development of my career/life transition plan.
- Keep a diary of:
 - the most important things I have to do
 - the skills I have to learn during the next four years.
- Explore interests, hobbies, and leisure activities I might be interested in.

RIGHT NOW

Things I am doing now at home and at school:

- I have a transition plan.
- I have a career/life transition action plan that reflects the academic, applied and career/life transition skills I need to learn before I finish my secondary school program.
- I'm learning how to travel about the community using public transportation.

MY NEEDS

Things I need to learn and do so I can work towards my dream:

- What courses should I take?
- Will my present level of reading and writing allow me to reach my dream?
- What skills do I need to learn to become more independent?

SUPPORT *(Any or all of the following)*

I could get support from:

- Parents/guardians/associate parents/family members
- Friends
- Family friends
- Teachers
- Social worker
- Teacher assistants
- Job coaches
- School counsellors
- School administrator
- District support personnel

ACTION PLAN

This is what we plan to do next year:

- Courses I will take
- Skills I will work on
- Community exploration (recreation/work/supports)

Grade 8 Highlights From Your PATH

Please include only the information you feel is important.

MY DREAMS

I would like to

MY GOALS

I will

RIGHT NOW

I am

NEEDS

I need to

SUPPORT

I will get support from

ACTION PLAN

I will

Grade 9

You need to develop an action plan for this school year. The plan should reflect the goals you hope to achieve during the next year as you work toward your life after school.

THIS YEAR YOU SHOULD FOCUS ON:

- **Education/post-secondary education:** Take courses that are directly related to the goals on your PATH and set up a variety of learning experiences in the community.
- **Leisure/recreation:** Develop, enhance, and maintain a network of friends; get involved in school activities and community social groups.
- **Government/Band/community support groups:** Explore and become aware of supports that may be available from government, Band, or community agencies.

Action Plan

TO WORK TOWARD MY DREAM:

I should learn about:

I would like to explore:

I will need support in:

Grade 9
Action Plan Results

This year I was able to:

This year I explored:

I still need to work on:

Next year I will focus on:

Grade10

You need to develop an action plan for this school year. The plan should reflect the goals you hope to achieve during the next year as you work toward your life after school.

Include any goals from last year's action plan that you are still working on.

THIS YEAR YOU SHOULD FOCUS ON:

- **Education/post-secondary education:** Explore options that may be available after graduation (e.g., community college, adult programs, supported work, competitive work, community volunteering); get on wait list if possible.
- **Independent living skills:** Evaluate and develop independent living skills.
- **Transportation:** Evaluate and develop skills to move about the community independently.

CONTINUE TO:

- **Education/post-secondary education:** Continue to take courses that are directly related to the goals on your PATH; set up a variety of learning experiences in the community.
- **Leisure/recreation:** Continue to develop, enhance, and maintain a network of friends; get involved in school activities and community social groups.
- **Government/Band/community support groups:** Explore and become aware of supports that may be available from government, Band, or community agencies.

Grade 10
Action Plan

TO WORK TOWARD MY DREAM:

I should learn about:

I would like to explore:

I will need support in:

Grade 10
Action Plan Results

This year I was able to:

This year I explored:

I still need to work on:

Next year I will focus on:

Grade 11

You need to develop an action plan for this school year. The plan should reflect the goals you hope to achieve during the next year as you work toward your life after school.

Include any goals from last year's action plan that you are still working on.

THIS YEAR YOU SHOULD FOCUS ON:

- **Review your PATH:** Revise your plan to meet your current needs.
- **Education/post-secondary education:** Explore options that may be available after graduation (e.g., community college, adult programs, supported work, competitive work, community volunteering); get on wait list if possible. *This process should become more focussed and you should be learning to function as independently as possible.*
- **Living options:** Explore, then focus on preferred residential options.
- **Government/Band/community support groups:** Establish eligibility for services; get on wait lists for any supports that may be available.

CONTINUE TO:

- **Independent living skills:** Evaluate and develop independent living skills.
- **Transportation:** Evaluate and develop skills to move about the community independently.
- **Leisure/recreation:** Develop, enhance, and maintain a network of friends; get involved in school activities, community social groups.
- **Government/Band/community support groups:** Continue to explore and become aware of any supports that may be available. If applicable, you may want to begin with a transition social worker, if one is available.

Grade 11 Action Plan

TO WORK TOWARD MY DREAM:

I should learn about:

I would like to explore:

I will need support in:

Grade 11
Action Plan Results

This year I was able to:

This year I explored:

I still need to work on:

Next year I will focus on:

Grade 12

This is your last year of secondary school. Your plan should include a process for you to move from school and into the community to continue working towards your dream.

Include any goals from last year's action plan that you are still working on.

THIS YEAR YOU SHOULD FOCUS ON:

- Development of a PATH (include family, friends, professionals from school, other ministry representatives, and relevant community organizations)
- Educational/post-secondary options
- Employment options
- Residential options
- Family/community/government support
- Financial support
- Medical services required
- Community leisure and recreational opportunities

Grade 12
Action Plan

TO WORK TOWARD MY DREAM:

I should learn about:

I would like to explore:

I will need support in:

Grade 12 Action Plan Results

This year I was able to:

This year I explored:

I still need to work on:

Next year I will focus on:

Adapted from The Conference Board of Canada (2000). *Employability Skills 2000+*. Ottawa, ON: The Author. 2000. Used with permission.

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as part of a team. These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate:

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and asks questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, email, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage information:

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use numbers:

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think and solve problems:

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth.

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate positive attitudes and behaviours:

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be responsible:

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be adaptable:

- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn continuously:

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work safely:

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively.

You will be better prepared to add value to the outcome of a task, project or team when you can:

Work with others:

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual difference and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in projects and tasks:

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

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A career/life transition fair may prove to be an effective way to help all students and their families, including those with diverse needs, to prepare for the future by providing valuable guidance regarding employment, health, independent living, and recreation choices. Career/life transition fairs also provide an opportunity for community agencies and programs to provide information about their services.

The following are some key steps to consider in planning and operating a transition fair.

Checklist for fair organizers

Six months before the fair

- Establish an organizational committee
- Determine how students with diverse needs will be involved
- Decide on the purpose of the fair
- Decide on fair format
- Identify the target audience
- Select a name for the fair
- Establish a checklist of tasks to be done before the fair

Two to three months before the fair

- Determine the location of the fair
- Select the date and time of the fair and finalize site reservations
- Send a letter inviting agencies to participate
- Follow the invitation letter with a phone call
- Send a confirmation letter to agencies agreeing to participate and ask about equipment needs

One month before the fair

- Organize set-up and tear-down crews
- Make arrangements to obtain equipment

- Make agency signs
- Invite special guests
- Consider ways to increase attendance (e.g., door prizes, babysitting service, refreshments)

One to two weeks before the fair

- Send reminder letters to agencies
- Develop a floor plan
- Advertise the fair
- Arrange for media coverage of the event

Immediately before the event

- Set up the tables, chairs, and equipment
- Make sure the equipment is in good working order

During the fair

- Greet each agency representative and offer assistance
- Keep an attendance record
- Verify information in the community resource directory
- Evaluate the fair

Immediately after the fair

- Clean up the area, including taking down tables and chairs, returning borrowed equipment, and picking up trash

One week after the fair

- Send thank-you notes to all who assisted in the fair
- Hold a debriefing session

Adapted from *Let's Go to the (Resource) Fair!* by P. K. Davis and P. Bates, *Teaching Exceptional Children*, Vol. 30, No. 3, p. 243. Copyright 1998 by The Council for Exceptional Children. Used with permission.

We hope this resource guide addresses most of your questions and concerns regarding providing appropriate career/life transition support for students with diverse needs. Since the users of any manual are often the ones best able to identify its strengths and weaknesses, let us know how this document can be improved. When the manual fails to solve a problem, or if you have any suggestions and comments, please complete a copy of this page and send it to the branch.

How do you rate Career/Life Transitions for Students with Diverse Needs: A Resource Guide for Schools?

	Yes	No	If no, please explain:
1. Useful?	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. Easy to understand?	<input type="checkbox"/>	<input type="checkbox"/>	_____

3. Well organized?	<input type="checkbox"/>	<input type="checkbox"/>	_____

4. Complete?	<input type="checkbox"/>	<input type="checkbox"/>	_____

Other comments:

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