

# TRANSITION PLANNING FOR LIVING, LEARNING AND WORKING - Making It Happen

(A Guide for SPED Schools)



Ministry of Education  
SINGAPORE



Published by **Special Education Branch**

Copyright © 2017 Special Education Branch Ministry of Education Singapore

All rights reserved. Except for the quotation of short passages for the purpose of criticism and review, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

# Table of Contents

- 4** **FOREWORD**
- 5** **CHAPTER 1**  
Introduction
- 9** **CHAPTER 2**  
Understanding the Transition Planning Process
- 13** **CHAPTER 3**  
Developing the Individual Transition Plan
- 17** **CHAPTER 4**  
A Whole-School Approach to Transition Planning
- 23** **CHAPTER 5**  
Partnership with Families
- 27** **CHAPTER 6**  
Collaboration with External Stakeholders
- 30** **ANNEX A**  
Individual Transition Plan
- 34** **ANNEX B**  
One-Page Profile
- 36** **ANNEX C**  
Family Questionnaire for Transition Planning

# Foreword

Education is about enabling students for purposeful living, and giving them the confidence to navigate life's challenges. This is no different in Special Education (SPED). The educational experiences provided by our SPED schools aim to enable students with special needs to integrate into society, and be equipped with the knowledge, skills and confidence to lead fulfilling lives and become contributing members of society. The schools are guided by a collective vision to enable SPED students to be *Active in the Community, Valued in Society*.

Since the availability of the SPED Curriculum Framework, "Living, Learning and Working in the 21st Century" in 2012, I am heartened to see the extensive use of its contents to enhance the quality and impact of SPED in our schools. Indeed, the dedicated efforts of our educators, instructors, and Allied Professionals in developing and customising curriculum to better cater to the needs of students with different disability profiles are commendable.

An integral part of a quality SPED is to support and prepare students in transiting to post-school options. Effective Transition Planning ensures our students' successful transition to post-school possibilities and facilitates their attainment of positive post-school outcomes in Living, Learning and Working. The transition out of school and into adulthood can be an anxious period for many of our students and their families. Schools can help reduce such anxieties by focusing efforts in facilitating and smoothing students' critical transition to post-school options through early and careful Transition Planning, working in close

partnerships with families and external service providers.

Transition Planning does not happen by chance. It requires early and careful planning and preparation by schools, deep knowledge of each student's strengths and aspirations and close partnerships with families and service providers. To make Transition Planning happen, schools have to make Transition Planning an integral part of their systemic and cultural DNA. In other words, a whole-school coordinated approach to Transition Planning, involving clear systems and processes, and the commitment of all members of staff, is needed. This will ensure that Transition Planning is done effectively, in a way that will yield positive and meaningful impact for our students and is sustainable for schools.

"Transition Planning for Living, Learning and Working - Making it Happen" provides schools with a framework, structures and processes to implement Transition Planning effectively for every student. Developed with inputs from diverse stakeholders including SPED school leaders and educators, Allied Professionals, and partners from the Ministry of Social and Family Development and SG Enable, the Guide includes strategies and resources for schools to adapt and use within their specific contexts. I urge all schools to refer to this Guide for Transition Planning, and to customise its contents to suit your context and the needs of your students.

Our SPED schools serve students with a diverse range of abilities and learning needs. Each student is unique, with his or

her own strengths, needs and aspirations. It is my sincere wish that schools will use this guide well to build your systems and capability to make every student's transition to post-school possibilities a positive and meaningful one.

**Mrs Loke – Yeo Teck Yong**  
*Divisional Director,  
Education Services Division  
Ministry of Education*

CHAPTER ONE

# Introduction



# Chapter 1

## Introduction



The transition from school to post-school is a big step for students with special needs and their families, one that can be both exciting and daunting. Careful planning and preparation can lay the path for a meaningful experience, and increase the chances of positive post-school outcomes, for students and their families.

*Transition Planning for Living, Learning and Working - Making it Happen* is designed to guide Special Education (SPED) schools to put in place, systems and processes for effective Transition Planning for students with special needs.

## TRANSITION PLANNING

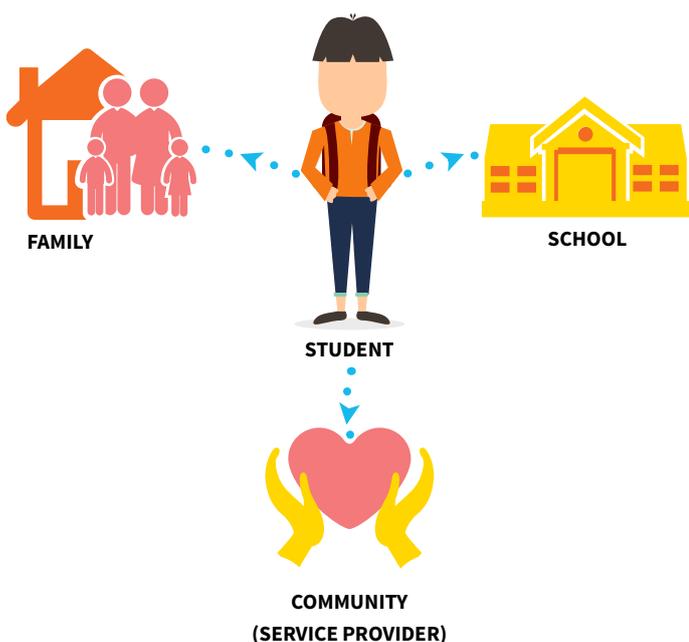
Transition Planning is a *coordinated and systematic* process of preparing students with special needs and their families for a positive transition to post-school. It entails schools working in close partnership with students and their families, as well as community agencies and external service providers, to develop an Individual Transition Plan (ITP) for every student, and to organise activities and supports needed by the student to realise his or her post-school goals and aspirations.

## GUIDING PRINCIPLES

### ◆ Person-centred

Transition Planning places the student with special needs at the centre of decision-making, and the student's post-school goals as the focus for all activities and supports. It leverages on the student's Interests, Preferences and Strengths, and recognises that a student with special needs can make the right choices and decisions for him or herself.

Deliberate effort is made to involve the student and his or her family in planning meaningful post-school goals and exploring suitable post-school pathways that are matched to the student's Interests, Preferences, and Strengths. Opportunities such as community and work experiences are structured and integrated into the curriculum to allow the student to explore his or her Interests, Preferences and Strengths, and develop skills and knowledge to fulfil his or her goals.



### ◆ Early Start

Transition Planning is initiated when a student moves to secondary or senior level schooling at age 13 years to provide ample time and a sufficient runway for effective planning and holistic preparation for the student's future.

This early start allows schools to:

- Develop a close partnership with the student's family to develop and refine his or her post-school goals.
- Build a comprehensive profile of the student's Interests, Preferences and Strengths.
- Customise curriculum instruction and set curriculum goals to help the student attain his or her post-school goals.
- Coordinate with relevant service providers to ensure appropriate supports necessary for smooth post-school transition.

### ◆ Holistic Assessment

Accurate information about a student's Interests, Preferences and Strengths is vital for the development of his or her post-school goals and for determining the activities and supports necessary to help achieve them. Such information can be consolidated from assessment that is:

- a) Ongoing – Information is gathered iteratively over the schooling years.
- b) Comprehensive – Information about the student is gathered from (i) multiple sources including teachers, Allied Professionals, Job Coaches, students and their families, and (ii) through both formal (e.g., standardised tests) and informal measures (e.g., observations and rubrics).
- c) Authentic – Assessments are designed in the context of real-world situations as far as possible (e.g., at a worksite).

## ◆ Collaborative

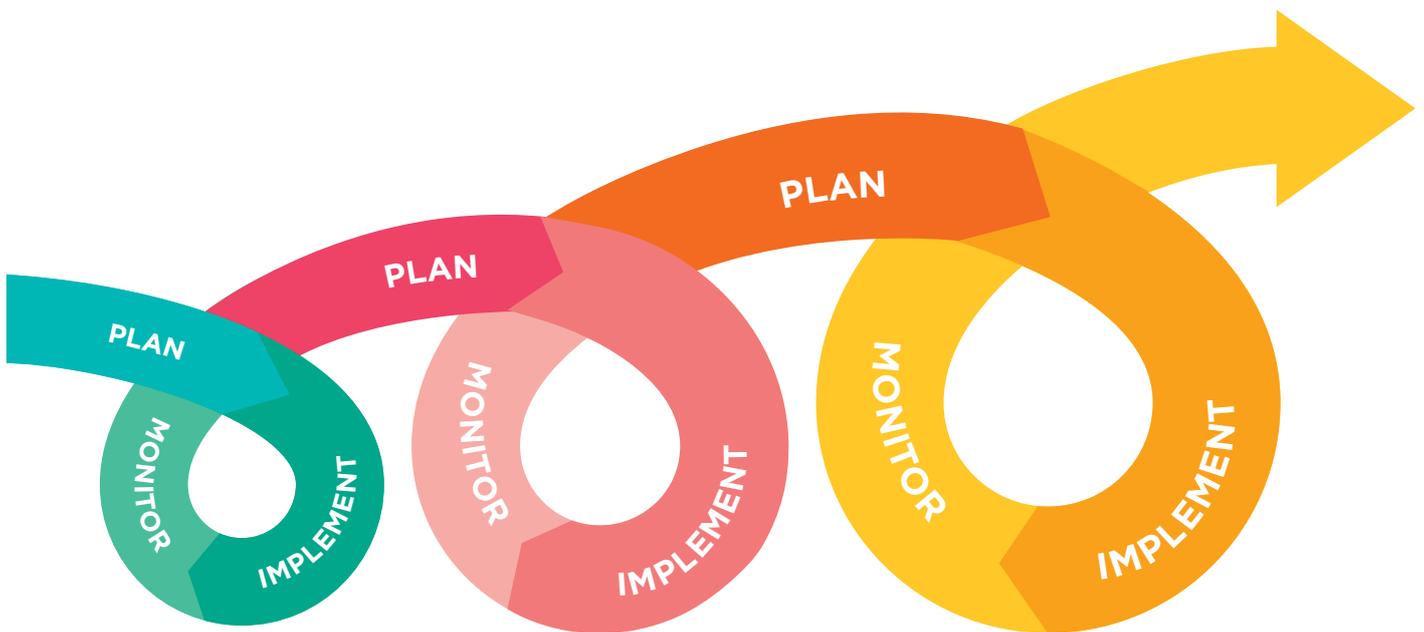
Transition Planning involves close collaboration and co-planning by the school with the student, his or her family and relevant service providers, to facilitate a seamless and positive post-school transition for him or her.

A student's family brings deep knowledge and insights about his or her Interests, Preferences and Strengths to the planning process. They are key partners in shaping and realising their child's desired post-school goals, and in navigating the myriad of available services on behalf of their child.

The development and implementation of an effective ITP also requires collaborative arrangements involving community agencies and external service providers. This concerted effort helps to ensure that supportive networks and connections are set up for the student and his or her family, and that school, home and community experiences are coherently planned to support the student in developing the necessary skills and knowledge to achieve his or her desired post-school goals.

## ◆ Progressive and Cyclical

Transition Planning is not a single event, activity or meeting. It is a coordinated set of activities that occurs iteratively in order to accurately identify a student's Interests, Preferences and Strengths, and refine his or her post-school goals to ensure maximal outcomes when he or she leaves school. Transition Planning activities occur cyclically, with each cycle building upon the knowledge gained from previous cycles. Through this iterative process, the student's ITP is updated progressively to ensure continued relevance in light of new information or evidences.



## CHAPTER TWO

# Understanding the Transition Planning Process



# Chapter 2

## Understanding the Transition Planning Process



Transition Planning is essentially about planning for the future of the student. Operationally, it involves a coordinated set of processes that begins when the student is 13 years old, and continues annually and iteratively, up to the student’s year of graduation.

For some families, starting this process when their child is 13 years old may seem unfamiliar and unsettling. This chapter offers schools a phased approach to introduce and formalise the process of Transition Planning over the secondary schooling years.



**13-14 YEARS**



**15-16 YEARS**



**17-18 YEARS**



### PHASE 1: INITIATING (13-14 YEARS)

In its initial phase of implementation, Transition Planning may involve no more than informal conversations or activities to introduce the topic of post-school planning to a student and his or her family, and to engage the family on their child’s Interests, Preferences and Strengths, as well as their own aspirations and concerns related to their child’s future.

Up to this point, as the Individual Education Plan (IEP) has been key in shaping instructional goals and educational supports for the student, schools may continue to leverage on the IEP platform to initiate conversations to orientate the student’s family towards more long-term planning. The family’s views and aspirations in relation to post-school matters for their child can be documented within the IEP, and the information updated in the following year.

### PHASE 2: PLANNING (15-16 YEARS)

In this phase, a key emphasis is the development of concrete post-school Living, Learning and Working Goals for every student, and customising curricular and non-curricular activities and supports to assist a student in realising his or her post-school aspirations. A key document, the Individual Transition Plan (ITP), is developed for every student (see Chapter 3: Developing the Individual Transition Plan). In addition, Transition Planning Meetings (see Chapter 4: A Whole School Approach to Transition Planning) are scheduled during the year to allow relevant parties to come together to plan the ITP and monitor the student’s progress towards his or her post-school goals.

As the focus shifts to preparing the student for leaving school and transitioning to post-school, the IEP can be phased out and replaced by the ITP. This would also reduce duplication in documentation and meetings.

### PHASE 3: CONSOLIDATING (17-18 YEARS)

The process of planning, implementing and evaluating the ITP occurs cyclically into the final school year. Through such an iterative process, a student’s post-school goals take on greater consensus and clarity. When this happens, it becomes possible to identify relevant post-school services and programmes to facilitate needed post-school placements or provisions (e.g., School-to-Work Transition Programme or a Day Activity Centre).

Relevant post-school agencies may be contacted and invited to attend Transition Planning Meetings to discuss post-school options and pathways with the student and his or her family. Such face-to-face meetings allow the student’s family to seek clarity and make informed decisions on post-school pathways and provisions for their child before graduation. At the same time, they allow agencies to understand the profiles and needs of the student in order to better plan and tailor their services or programmes to support him or her. Such a handshake is instrumental in enhancing the student’s chances of successful post-school outcomes.

## INITIATING, PLANNING, CONSOLIDATING

The table below provides a summary of key activities for organising the Transition Planning process across the three phases.

PHASE	KEY ACTIVITIES
Phase 1: Initiating (13-14 years old)	<ul style="list-style-type: none"><li>• Initiate conversations or activities with the student and his or her family about post-school planning, aspirations and concerns about the future</li><li>• Explore the student's Interests, Preferences and Strengths</li></ul>
Phase 2: Planning (15-16 years old)	<ul style="list-style-type: none"><li>• Develop an ITP for every student</li><li>• Develop concrete post-school Living, Learning and Working Goals</li><li>• Determine the activities and supports needed for the student to attain his or her post-school goals</li><li>• Conduct regular Transition Planning Meetings to review the student's ITP</li></ul>
Phase 3: Consolidating (17-18 years old)	<ul style="list-style-type: none"><li>• Seek consensus on the student's post-school Living, Learning and Working Goals</li><li>• Identify relevant post-school services and programmes to support the student's post-school goals</li><li>• Initiate contact with relevant post-school agencies and invite them to attend Transition Planning Meetings</li><li>• Facilitate referrals or applications to relevant post-school agencies</li></ul>

## CHAPTER THREE

# Developing the Individual Transition Plan



# Chapter 3

## Developing the Individual Transition Plan



At the heart of Transition Planning is the student's Individual Transition Plan (ITP). This is a planning document that captures each student's post-school Living, Learning and Working Goals, and the activities and supports needed to assist the student in attaining his or her post-school goals.

The ITP essentially communicates the following key information:

- a. **Interests, Preferences and Strengths** of the student to inform goal setting
- b. **Post-school Living, Learning and Working Goals** of the student
- c. **Annual Goals, Activities and Supports** to attain the post-school goals



The ITP serves as a roadmap to guide the student and his or her family toward the eventual transition to post-school Living, Learning and Working. It also facilitates effective communication between the school, student and the student’s family to shape the student’s future by addressing these questions:



An ITP template is provided in **Annex A**. Schools may adapt the core features of the ITP template to suit the unique contexts of their school’s systems and structures.

The process of identifying a student’s Interests, Preferences and Strengths is not based on a one-off assessment but rather, an ongoing and cumulative process of information gathering that builds a holistic profile of the student over time.

Information is gathered from:

- Multiple sources (e.g., families, teachers, Allied Professionals and Job Coaches)
- Multiple settings (e.g., home, classroom and community)

Assessments may be:

- Formal (e.g., standardised tests and rating scales)
- Informal (e.g., observation and rubrics)

This information is collated and recorded in the ITP, and updated annually in light of new information or evidences.

## ◆ Interests, Preferences and Strengths

This section of the ITP documents comprehensive information related to the student’s:

- Interests (e.g., likes, dislikes, hobbies)
- Preferences (e.g., learning styles, aptitudes and inclinations)
- Strengths (e.g., abilities and talents)

Knowledge of a student’s Interests, Preferences and Strengths provides a pivotal base for the discussion and development of post-school goals for Living (e.g., an interest in dance with good motor coordination could inform a Living goal of joining a community dance club), Learning (e.g., an interest in working with computers could inform a Learning goal of applying for an IT course) and Working (e.g., a preference for woodwork with strong eye-hand skills could inform a Working goal of seeking an apprenticeship in a furniture-making work setting).

## ◆ Post-School Goals

This section of the ITP documents the student's post-school goals in the areas of Living, Learning and Working:

- **LIVING GOALS** pertain to personal management, participation in the community, leisure, maintaining positive relationships, and having a sense of national identity.
- **LEARNING GOALS** pertain to active engagement in continual learning (e.g., further study or skills development) and having cyber wellness skills.
- **WORKING GOALS** pertain to the demonstration of skills and habits of work readiness to gain and sustain employment.

The development of post-school goals takes into account the student's Interests, Preferences and Strengths. The goals should reflect post-school pathways that are likely to be available when the student graduates (e.g., existing support services or learning programmes).

Examples of post-school goals:

The student is able to:

- Take public transport to desired destinations (e.g., store, cinema) - Living Goal
- Apply for appropriate courses (e.g., in IT and design) - Learning Goal
- Secure a full time job (e.g., in an IT-based setting with job supports) - Working Goal

Post-school goals are reflected in the ITP and refined annually in light of ongoing assessment information about the student's Interests, Preferences and Strengths, as well as his or her performance and progress towards his or her Annual Goals.

## ◆ Annual Goals, Activities and Supports

Annual Goals are short-term goals that are set on a yearly basis and developed progressively to help the student eventually attain his or her long-term post-school goals. Annual Goals are specific and can address domain-specific skills.

Examples of Annual Goals:

The student is able to:

- Read a range of functional texts at a reading level of an eight year old
- Communicate his or her interests and strengths
- Access the internet for basic searches
- Plan a route to a destination using public transport
- Complete a four-week work experience in XYZ company

**Activities** are tasks or actions to facilitate the attainment of the Annual Goals. They can be based in school (e.g., reading activities), at home (e.g., doing chores) or in the community (e.g., travel training or a work experience).

**Supports** may include the provision of therapy services such as occupational therapy and speech therapy, or counselling services.

Activities and Supports should be stated unambiguously in the ITP to ensure their effective implementation. Persons responsible for the Activities and Supports should be reflected, and a timeline for their implementation and completion indicated.

All Activities and Supports stated in the ITP should be monitored regularly to ensure that they are carried out by the respective parties (e.g., the student, Job Coach, therapist, or family member).



CHAPTER FOUR

# A Whole-School Approach to Transition Planning



# Chapter 4

## A Whole-School Approach to Transition Planning



The implementation of Transition Planning necessitates a coordinated effort involving teams of personnel and stakeholders collaborating to plan for the future of a student with special needs, and help him or her realise his or her aspirations. School leaders play a vital role in cultivating an environment that supports a whole-school approach toward Transition Planning.

To this end, two key elements for effective whole-school implementation are described in this chapter:

- Formation of Transition Planning Teams
- Organisation of Transition Planning Meetings



## TRANSITION PLANNING TEAMS

A team approach is essential in bringing together members with knowledge of the student, and who possess the skills and expertise needed to support him or her in achieving his or her post-school goals.

At the core of the Transition Planning Team is the student and his or her family. Depending on the goals of the student at various stages of the Transition Planning process, different individuals may become members of the Transition Planning Team, including:

- Special Education Teachers
- Allied Professionals (APs)
- Vocational Staff
- Social Workers
- External Service Providers
- Transition Planning Coordinator
- Translators

Each team member brings a unique perspective and role to the planning process. Members should be clear about the roles they play in the Transition Planning process:

### ◆ Student

- Attends and participates in Transition Planning Meetings
- Shares his or her personal interests and needs (e.g., through the 'One-Page Profile' in **Annex B**)
- Be involved in developing his or her goals
- Works towards his or her goals

### ◆ Family members

- Attend and participate in Transition Planning Meetings
- Prepare their child for participation in the Transition Planning process
- Provide valuable insights on their child such as his or her interests and abilities
- Share their aspirations for their child
- Collaborate actively with the school and service providers
- Support and follow up on agreed actions (e.g., reinforce teaching of certain skills at home)
- Provide consistent opportunities for their child to improve his or her functional independence skills (e.g., self-care and travelling)

### ◆ Transition Planning Coordinator(s)

As Transition Planning requires the effective coordination of a number of key activities for every student, schools are advised to appoint suitable staff member(s) as Transition Planning Coordinator(s) to oversee and manage this process.

- Plan, schedule and facilitate Transition Planning Meetings
- Gather relevant information pertaining to the student from relevant parties
- Coordinate the development and implementation of the student's Individual Transition Plan (ITP)
- Ensure that all parties are given an opportunity to provide inputs
- Ensure that the student's and his or her family's needs and goals are articulated, and understood
- Ensure that all relevant parties receive a copy of the student's ITP at the end of the meeting
- Liaise with relevant service providers
- Ensure that all team members are clear on their follow up actions and that appropriate follow-up actions are undertaken by various personnel in a timely manner

### ◆ Special Education Teachers

- Attend and participate in Transition Planning Meetings
- Provide relevant data on the student's Interests, Preferences and Strengths to support the development of post-school goals
- Implement relevant Activities and Supports as defined in the ITP
- Monitor the student's progress against his or her post-school goals and update on the student's progress at Transition Planning Meetings

### ◆ Allied Professionals

- Attend and participate in Transition Planning Meetings
- Conduct assessment and intervention to support the student's attainment of post-school goals (e.g., behavioural skills, specific motor skills, workplace communication and social skills)
- Conduct assessment of the student's Interests, Preferences and Strengths to support the development of post-school goals



### ◆ Vocational Staff

- Attend Transition Planning Meetings for students who require vocational training or placement
- Source for and develop suitable work experience opportunities to support students in attaining their Working goals
- Provide relevant data on the student's Interests, Preferences and Strengths to support the development of post-school Working goals
- Provide inputs and recommendations on job matching and job training options
- Track and report the student's progress towards relevant post-school goals
- Work with service providers on potential job placements and accommodations

### ◆ Social Worker

- Conduct family assessments of needs
- Refer families for financial assistance (if applicable)
- Provide relevant information on community services and supports
- Facilitate referral of the student to post-school services
- Educate parents, employers, etc. on necessary support for successful transition

### ◆ External Service Providers

- Provide information and advice on relevant post-school services and supports
- Support the development and implementation of post-school pathways and options
- Facilitate referral of the student to post-school services
- Serve as a point of contact for receiving the student upon graduation

### ◆ Translator

As the Transition Planning Team consists of members of different backgrounds, good and clear communication of information is vital to ensure that the learning and development of the student is well-planned and implemented. In cases where the family does not share a common language of communication with the team, a translator should be invited to translate the conversation.

## TRANSITION PLANNING MEETINGS

Transition Planning Meetings are scheduled student-centred platforms for Transition Planning Teams to come together to plan and review the student's ITP. During Transition Planning Meetings, members:

- Update information on the student's Interests, Preferences and Strengths
- Review the student's progress towards his or her Annual Goals
- Refine the student's post-school Living, Learning and Working Goals in light of new information or evidence
- Set new Annual Goals to achieve the post-school goals
- Determine appropriate Activities and Supports to achieve the Annual Goals

## ORGANISING TRANSITION PLANNING MEETINGS

Regularly scheduled Transition Planning Meetings help ensure an ongoing communication channel between the school, student and his or her family on planning and preparing for the future. Transition Planning Meetings are held yearly from the time an ITP is drafted. Schools should be mindful about keeping the meeting size manageable so as not to overwhelm the student and his or her family. If critical members of the Transition Planning Team are unable to attend the meeting, processes will have to be put in place to ensure that their views are duly captured (e.g., through emails, home visits, or telephone calls).

To facilitate the organising / chairing of Transition Planning Meetings, suggested outlines for the initial and regular Transition Planning Meetings are provided below:

### ◆ Initial Transition Planning Meeting

1. Introduce members
2. Explain the purpose of the meeting
3. Formulate a new ITP:
  - a. Discuss the student's Interests, Preferences and Strengths
  - b. Agree on the student's post-school Living, Learning and Working Goals
  - c. Develop Annual Goals to meet the post-school goals
  - d. Agree on Activities and Supports to attain the Annual Goals
4. Summarise the discussion
5. Schedule the next meeting
6. Thank members

### ◆ Regular Transition Planning Meeting

1. Introduce members
2. Explain the purpose of the meeting
3. Review the current ITP:
  - a. Review the student's progress towards his or her Annual Goals
4. Update the new ITP:
  - a. Provide updated information on the student's Interests, Preferences and Strengths
  - b. Update (as necessary) the student's post-school Living, Learning and Working Goals
  - c. Set new Annual Goals to meet the post-school goals
  - d. Agree on Activities and Supports to attain the Annual Goals
5. Summarise the discussion
6. Schedule the next meeting
7. Thank members

In the student's final year of school, suitable representative(s) from relevant post-school community agencies or external service providers could be invited to attend Transition Planning Meetings to facilitate information sharing, applications or referrals for post-school placement and supports.

Sound pre-meeting preparation and post-meeting follow-up greatly enhance the outcomes of Transition Planning Meetings.

### ◆ Before the Meeting:

- Prepare copies of the student's current ITP
- Prepare other relevant documents
- Inform all parties of the meeting
- Select a conducive venue for the meeting, which can include a seating plan (e.g., to ensure that the student is seated with a person who can help him or her process the information during the meeting)

## ◆ After the Meeting:

- Schedule the next meeting date, place and time
- Update revisions to the ITP
- Ensure that the agreed actions in the ITP are clearly communicated to the person(s) or agencies responsible, and are carried out
- Disseminate copies of the updated ITP to all relevant parties and stakeholders after the Transition Planning Meeting
- Be aware of their specific roles and responsibilities in implementing the ITP and be diligent in carrying out the stated actions
- Monitor to ensure that agreed actions are duly undertaken, and that the student's progress is tracked against his or her Annual Goals throughout the year. Based on timely progress data, the Transition Planning Team may proactively adjust or add new activities and supports to better achieve the Annual Goals



CHAPTER FIVE

# Partnership with Families



# Chapter 5

## Partnership with Families



Family members possess intimate knowledge and insights about the student, and are an important part of the Transition Planning process. When the family is actively involved in the Transition Planning process, the chances of attaining successful post-school outcomes are higher for the student.

## BENEFITS

Involving the family as a collaborative partner confers multiple benefits for the family, school and the student:

### ◆ Family

- Learns more about their child's experiences beyond the home environment
- Becomes more involved in their child's learning and development
- Addresses and overcomes fears and concerns about their child's future

### ◆ School

- Gains a better understanding of the student and his or her home environment and can better tailor support for the student's learning and development
- Develops close and trusting relationships with family members and can tap on them to maximise the student's outcomes

### ◆ Student

- Experiences continuity in learning and practice of skills from school to home
- Becomes more confident about himself or herself
- Experiences more enriching interactions with his or her family

## ROLES OF FAMILIES

The family is a core member of the Transition Planning Team. Family members attend Transition Planning Meetings and contribute actively to the planning and decision-making process to maximise post-school outcomes for their child. The family plays several key roles in the Transition Planning process including:



### Collaborator

- Builds a strong partnership with the school
- Talks with their child about life after school and discusses post-school options and goals
- Helps in the development of relevant post-school Living, Learning and Working Goals during the Transition Planning Meeting



### Instructor

- Supports the attainment of post-school Living, Learning and Working Goals by providing opportunities for application and practice of critical skills at home and in the community



### Advocate

- Shares their aspirations for their child
- Promotes understanding of their child's Interests, Preferences and Strengths

## ENGAGING THE FAMILY

Schools can consider a variety of ways to effectively engage the family in the Transition Planning process:

### ◆ Initiating the Family

As the family brings differing levels of readiness and capabilities to the Transition Planning process, the school should exercise deliberation and sensitivity in initiating them into the Transition Planning process. This can be done in several ways:

- Conducting talks and briefings for the family on the topic of Transition Planning
- Conducting follow-up home visits to further discuss post-school planning with the family
- Leveraging regular platforms such as the Individual Education Plan (IEP) meetings or Meet-the-Parents meetings to discuss post-school planning with the family

### ◆ Preparing an Information Package

Schools can consider preparing an information package on Transition Planning for the family. The following information can be included in the package:

- Purpose and benefits of Transition Planning
- School-based processes for Transition Planning
- Explanations of technical or specialised terms used in Transition Planning
- Services available in the community that will support Transition Planning and how to gain access to them

### ◆ Completing the Family Questionnaire

The family can be invited to complete a questionnaire to provide relevant information about their child and to share their own aspirations for their child. A 'Family Questionnaire for Transition Planning' can be found in **Annex C**. Schools may adapt the questionnaire to suit their contexts.

### ◆ Creating Family Learning Experiences

The family can be involved in creating suitable learning opportunities at home for their child to develop important personal, life skills and social skills. For example, the child can be given chores and responsibilities at home to encourage independence and responsibility. The family can be coached to provide opportunities for their child to make choices, problem-solve, advocate for himself or herself, and take risks. The family can be directly involved in the child's class assignments. For example, in an assignment to interview three persons about their jobs, the child can interview his or her parent(s) about their job(s).

### ◆ Meeting Post-School Providers

The family can be invited to attend or participate in field trips and workshops where they could have the opportunity to meet representatives from external service providers and community agencies to learn about possible options and services available for their child.



**CHAPTER SIX**

# **Collaboration with External Stakeholders**



# Chapter 6

## Collaboration with External Stakeholders



External stakeholders include care and service providers (including Voluntary Welfare Organisations), community partners, employment agencies, employers, and continuing education and training providers. Identifying and involving such community partners in the Transition Planning process is instrumental in building crucial service and support networks for the student and the family, especially after graduation.

## BENEFITS

Connecting the student and his or her family to relevant post-school community agencies and external service providers can greatly facilitate the transition to post-school pathways and successful post-school outcomes for the student. Benefits for the school, student and family include:

- Reduced anxiety through knowledge of available post-school resources, support options and services (e.g., care facilities and training agencies)
- Increased access to post-school pathways (e.g., training places and employment opportunities)
- Increased opportunities to set up work experience and internships for students with post-school employment goals
- Facilitation of early referrals and applications to relevant service providers to secure a seamless transition to post-school supports and pathways

## ENGAGING EXTERNAL STAKEHOLDERS

External stakeholders can become active members of the Transition Planning Team and attend Transition Planning Meetings in the Consolidation phase of Transition Planning as post-school goals are finalised. Such face-to-face meetings with post-school providers provide valuable opportunities for the family to seek first-hand information and clarification on post-school options and supports available for their child, and make informed choices and decisions about post-school pathways with their child.

At the same time, such meetings also allow post-school providers to understand the profiles and needs of the student to better tailor services for the student. When there is a match, schools can help activate and facilitate a referral prior to the student's graduation. This provides greater assurance to the student and his or her family, and promotes a seamless transition into post-school support options and pathways for the student.

## FORGING PARTNERSHIPS

Schools can consider a number of strategies to build and sustain collaborative partnerships with external stakeholders:

- Appoint a key school personnel to serve as a central point-of-contact for all service providers and oversee engagement efforts.
- Keep abreast of developments in the post-school landscape and disseminate updated information to school staff involved in Transition Planning to increase awareness of available services that may meet students' needs.
- Work with families to proactively identify relevant stakeholders and engage them by sharing information about the student and about Transition Planning. The service provider should be clear about their role in the process.
- Set up ways to acknowledge and recognise the contribution and efforts of external partners.
- Consider developing tools to formalise partnerships or networks, such as memorandums of understanding or joint planning agreements, in order to promote successful collaboration.

Schools are encouraged to maintain regular contact with the Ministry of Social and Family Development and SG Enable for updated information on programmes and services available for students and families, and respective referral requirements. As the post-school landscape is dynamic, schools may appoint a dedicated key personnel, such as a Transition Planning Coordinator, to oversee all external collaborations and partnerships to facilitate Transition Planning.

# Annexes





# Annex A

## Individual Transition Plan

<b>Name of Student:</b>	<b>Date:</b>
<b>Class:</b>	<b>Date of Birth (Age):</b>
<b>Name of Form Teacher(s):</b>	
<b>Other Team Members:</b>	<b>Relationship to Student:</b>

**Student's Interests and Preferences**

**Student's Strengths**

## LIVING GOALS

Post-School Living Goal(s):

Annual Goal (1)			
Activities and Supports	Responsibility	Timeline	Progress Update

Annual Goal (2)			
Activities and Supports	Responsibility	Timeline	Progress Update

## LEARNING GOALS

Post-School Learning Goal(s):

Annual Goal (1)			
Activities and Supports	Responsibility	Timeline	Progress Update

Annual Goal (2)			
Activities and Supports	Responsibility	Timeline	Progress Update

## WORKING GOALS

Post-School Working Goal(s):

### Annual Goal (1)

Activities and Supports	Responsibility	Timeline	Progress Update

### Annual Goal (2)

Activities and Supports	Responsibility	Timeline	Progress Update

Additional Remarks:

Prepared by:

\_\_\_\_\_ (Name of Staff) \_\_\_\_\_ (Designation)  
 \_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

Approved by:

\_\_\_\_\_ (Name of Staff) \_\_\_\_\_ (Designation)  
 \_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

Family / Caregiver's Acknowledgement:

\_\_\_\_\_ (Name) \_\_\_\_\_ (Relationship)  
 \_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

Student's Acknowledgement:

\_\_\_\_\_ (Name)  
 \_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

# Annex B

## The One-Page Profile

The One-Page Profile is a useful tool for involving the student in the Transition Planning process. The One-Page Profile comprises several key sections:

### ◆ The student's strengths and abilities

This provides a summary of the student's strengths and capacity, as well as traits that can be built upon.

### ◆ The student's interests

This includes information about what the student enjoys. As this information is particularly important for the student to be able to make important decisions such as career choices, it is essential to strive towards maintaining and nurturing these interests in the student's life.

### ◆ The student's preferred learning and communication styles

This provides information on the student's preferred ways of learning and communicating. Such information can also help facilitate planning for a post-school environment that takes into consideration the best way for the student to learn and communicate.

### ◆ How to support the student

This section explores the student's support needs and may include information about current strategies used by the family/caregiver and the school.

A template and sample of the One-Page Profile are available on the following pages. Schools are encouraged to adapt the core features of the Profile to suit the unique contexts of their school.

### OTHER USES OF THE ONE PAGE PROFILE

The One-Page Profile may also be used to communicate the profile of the student with co-workers or supervisors of the student at the work place. It serves to summarise the student's learning and communication needs and how best to support the student at work.

At job interviews, students can share their One-Page Profiles with potential employers.

# TEMPLATE

<b>Name:</b> <b>Date of Birth (Age):</b> <b>Gender:</b> <b>Address:</b> <b>Language(s) spoken:</b>	
<b>My Strengths / Abilities:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>My Interests – I like to:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Learning / Communication Style – I prefer:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>How you can support me:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

# SAMPLE

A sample One-Page Profile is provided below:

**Name: John Tay**  
**Date of Birth: 28 August 1999**  
**Gender: Male**

### One-Page Profile

Photo of Applicant



**Performing tasks**  
Media clip of applicant  
**OR**  
Series of pictures in Powerpoint format (using Hyperlinks)  
**OR**  
Attached pictures

**Address: Blk 32 #10-226 ABC St 11**  
**Singapore 445032**  
**Language(s) spoken: English, Mandarin**

**MY STRENGTHS / ABILITIES**

- Friendly
- Helpful
- Good with my hands (e.g. packing, stacking, cleaning)
- Can carry loads of 5 - 10kg
- Can work for more than 5 hours at a time
- Did a good job of stocking up goods at NTUC

**MY INTERESTS - I LIKE TO**

- Go shopping
- Dress up to look good
- Be with my friends
- Play soccer
- Play video games
- Watch TV programmes (e.g. Channel 8 dramas)

**LEARNING / COMMUNICATION STYLE – I PREFER**

- That you show and guide me on how to do the work step by step so that I can learn faster
- That you show me pictures to help me understand
- To speak in Mandarin than in English
- To be able to move around when working
- To work with colleagues who are friendly to me

**HOW YOU CAN SUPPORT ME**

- Praise me to tell me I am doing things right or well
- Be patient with me as I may need some time to process and learn things
- Speak in a gentle tone to me
- Give me some wait time to answer a question
- I work better in a cool environment
- Let me take short breaks every 2 hours
- I have a fear of furry things and am sensitive to smells
- It hurts me when the environment is too noisy

# Annex C

## Family Questionnaire for Transition Planning

One way to encourage the family to take up an active role and express their expectations, aspirations and concerns for their child is via the use of the Family Questionnaire for Transition Planning. This is a good tool for the school to better understand the family and student's aspirations and expectations for the future.

The family can be invited to complete the questionnaire to provide information on how their child functions in real-life situations, their child's personal vision for the future, their expectations and aspirations for their child's future. Although questions can be asked during a home visit or parent meetings, a questionnaire helps provide more time for the family to think through the questions, discuss and respond meaningfully.

The family should be encouraged to answer the questions in the survey with their child. This allows the family to be better prepared to share the following information with the Transition Planning team:

### ◆ Vision for the future

- Identify the child's Interests, Preferences and Strengths, which can help in developing his or her vision for the future

### ◆ The Student's profile

- Information on experiences, skills and support needs
- People in the student's social networks that can help in achieving goals e.g. family members, friends or members from the community
- Strategies that can help overcome barriers and achieve goals

### ◆ The Family's profile

- Services the family are using at present and would continue to use
- Supports that may be required in the future
- Financial resources to support the child in adulthood

### ◆ Goal setting

- Long-term and short-term goals in the areas of Living, Learning and Working e.g. financial goals, leisure goals, education/training goals, employment goals

The following pages show a suggested template of the Family Questionnaire for Transition Planning which schools can adapt to suit the unique contexts of their own systems and structures.

## TEMPLATE

<b>Name of Student:</b>	<b>NRIC No.:</b>
<b>Name of person completing form:</b>	<b>Relationship to student:</b>
<b>Contact No.:</b>	<b>Date:</b>

Not all of the sections or choices in this survey may be directly relevant to your child. Please complete these sections to reflect the vision for your child’s future. Completing this survey will help the school to better understand you and your child’s aspirations and expectations for the future. It will provide vital information that will help in successful Transition Planning.

### CHILD’S VISION

This section will identify your child’s likes, dislikes and abilities which can help in developing your child’s vision for the future. When completing this section, to the extent possible, have your child answer the questions with you.

What does your child like to do and what can he/she do?	
<b>At home:</b>	
<b>At school:</b>	
<b>In the community (e.g., at work or volunteering):</b>	
<b>For leisure (hobbies and interest):</b>	

### What would your child like to do or learn to do?

<b>At home:</b>	
<b>At school:</b>	
<b>In the community (e.g., at work or volunteering):</b>	
<b>For leisure:</b>	

### What does your child dislike doing?

<b>At home:</b>	
<b>At school:</b>	
<b>In the community (e.g., at work or volunteering):</b>	

### Summary

<b>Your child's vision for the future....</b>	My child would like to ...
---------------------------------------------------	----------------------------

## CHILD'S PROFILE

This section will build your child's profile. List as many points as possible. When completing this section, to the extent possible, have your child answer the question with you. Information from the "CHILD'S VISION" section may be helpful to complete this section.

Questions	Answers
<b>What are your child's strengths?</b>	
<b>What are your child's interests?</b>	
<b>How well does your child communicate with people? (e.g., quiet, talkative)</b>	
<b>What are some words to describe your child? (e.g., extrovert, shy, reserved, helpful)</b>	
<b>What services or supports is your child currently using (e.g., speech therapy, swimming lessons to build strength)?</b>	
<b>What services or supports do you anticipate would be needed when your child graduates?</b>	
<b>Who are the people that help support your child in various aspects of his/her life? (e.g., siblings, grandparents)</b>	

## FAMILY'S PROFILE

This section will identify services and supports needed as your child transitions from school to adulthood.

Questions	Answers
<b>What services or supports are your family currently using?</b>	
<b>What additional services and supports would your family need now?</b>	
<b>What support/ activities can you provide to help your child prepare for adulthood?</b>	
<b>What financial resources does your family have to support your child when he/she graduates?</b>	
<b>Are there any other considerations that should be taken note of?</b>	

## GOAL SETTING

This section will identify goals in the various areas that are important to you and your child. On a scale of 1-5 (1 being the most important and 5 being the least important), rank the top 5 areas which are important based on your child's needs.

Rank	Areas	Examples
	<b>Health / Fitness</b>	Engaging in regular exercise Medical/Dental check-ups
	<b>Daily Living</b>	Cooking and nutrition Taking medicine Carrying out household chores
	<b>Finances / Money</b>	Handling money/making change Budgeting
	<b>Friendship / Social life</b>	Engaging in leisure activities with friends
	<b>Transportation</b>	Knowing how to use public transport Getting around neighborhood
	<b>Education / Training</b>	Pursuing further education in institutes of higher learning Receiving vocational Training Agencies/Institutions [e.g. Mountbatten Vocational School (MVS), Northlight School (NLS), Assumption Pathway School (APS)]
	<b>Employment</b>	In full-time regular employment In part-time regular employment In supported employment (support includes job coaching, and co-worker support)
	<b>Recreation</b>	Participating in independent leisure activities Participating in organized group activities (e.g. clubs, team sports)
	<b>Community Involvement</b>	Engaging in volunteer groups

### I. FUTHER EDUCATION/POST-SCHOOL PATHWAYS

I believe further education for my child will be:

(tick all that apply)

- Delta Senior School
- Metta School
- Polytechnic
- ITE
- Other Vocational Training Agencies/Institutions  
(E.g. Mountbatten Vocational School (MVS), Northlight School (NLS), Assumption Pathway School (APS) etc.)
- School-to-Work (S2W) Transition Programme
- On-the-job training
- Not applicable
- Don't know
- Others: \_\_\_\_\_

## II. EMPLOYMENT

1. I think my child will work in:

(tick all that apply)

- Full-time regular employment
- Part-time regular employment
- Supported employment (supports include job coaching, and co-worker supports)
- Don't know
- I do not expect my child to work
- Others (please specify): \_\_\_\_\_

2. What type of work do you think will best suit your child?

---

3. What type of work does your child indicate a preference for?

---

4. What is your opinion regarding your child's preference as indicated above?

---

5. What type of support or assistance do you think your child will need in finding and maintaining a job?

(tick all that apply)

- Will not need any support
- Requires help finding a job
- Requires assistance only when problems or new situations arise

## III. PERSONAL CARE AND SAFETY

1. What are some concerns that you have about your child's personal care and safety?

(tick all that apply)

✓	Areas	Comments
	<b>Can't shop and manage money on his or her own</b>	
	<b>Has been too dependent</b>	
	<b>Will be lonely, not having friends</b>	
	<b>Will be exploited (sexual, physical, financial)</b>	
	<b>Others</b>	

#### IV. FINANCES

1. After graduation, how will your child be supported?

---

2. Have you prepared a will that includes plans for your child?

- YES       NO

#### VI. TRANSPORTATION

1. After graduation, my child will travel around by:

(tick all that apply)

- Walking
- Cycling
- Public transport
- Taxi
- Car-pooling
- Driving
- Others: \_\_\_\_\_

#### VII. RECREATION AND LEISURE

1. When my child graduates, I hope he or she will be involved in:

(tick all that apply)

- Recreational activities that he or she does alone
- Recreational activities with friends with disabilities
- Recreational activities with friends without disabilities
- Integrated activities (participants with and without disabilities)
- Classes (to develop hobbies, and explore areas of interest)
- Organized recreational activities (clubs, team sports)
- Others: \_\_\_\_\_

**Do you have any other post-school concerns for your child?**

---

---

---

---

---

---

---

---



# Acknowledgements

Our sincere gratitude goes to the School Leaders, teachers, Allied Professionals and Job Coaches of APSN Delta Senior School, Grace Orchard School, Metta School, Pathlight School and MINDS Woodlands Gardens School, for co-developing the critical processes for Transition Planning in SPED schools. Their tireless involvement and keen enthusiasm have provided indispensable experiences, perspectives and feedback for the development of “Transition Planning for Living, Learning and Working – Making It Happen”.

We are also grateful to key members of the Ministry of Family and Social Development and SG Enable, who have provided valuable feedback on the many drafts of the guide.

Special thanks to Professor Vivienne C. Riches from the Centre for Disability Studies, Sydney, Australia, who has professionally guided the Ministry of Education and the schools in the implementation of Transition Planning, as well as provided invaluable feedback toward shaping the guide.

Many others have provided their readership, views, and feedback to support the drafting of the guide - our heartfelt thanks go to each and every one of them.

# References

- A Victorian Government Initiative (2009). *Exploring the possibilities: Post school options for young people with a disability*.
- Blalock, G., Kochhar-Bryant, C. A., Test, D. W., Kohler, P., White, W., Lehmann, J. Basseet, D., & Patton, J. (2003). The need for comprehensive personnel preparation in transition and career development: A position statement of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, 26(2), 207-226.
- British Columbia, Ministry of Children and Family Development (n.d.). *Transition planning for youth with special needs: A community support guide*.
- Clark County (Washington) Developmental Disabilities Program and Paula Johnson Consulting (n.d.). *Vocational Profile* [PDF File]. Retrieved from <https://www.oregon.gov/DHS/EMPLOYMENT/EMPLOYMENT-FIRST/Documents/Vocational%20Profile.pdf>
- Collier, M. L., Griffin, M. M., & Wei, Y. (2014). Facilitating student involvement in transition assessment a pilot study of the Student Transition Questionnaire. *Career Development and Transition for Exceptional Individuals*, 1-10.
- Corbey, S. A., Lombard, R. C., & Miller, R. J. (2007). *Transition assessment: Planning transition and IEP development for youth with mild to moderate disabilities*. Boston: Pearson Education.
- Helen Sanderson Associates (n.d.). *One-page profiles: What are one-page profiles?* Retrieved from <http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/one-page-profiles.aspx>
- Herrington, J., Reeves, T. C., & Oliver, R. (2014). Authentic learning environments. *Springer New York*, 401-412. Retrieved from [http://link.springer.com/chapter/10.1007/978-1-4614-3185-5\\_32#page-1](http://link.springer.com/chapter/10.1007/978-1-4614-3185-5_32#page-1)
- Herrington, J. (2005). Authentic learning environments in higher education. *IGI Global*. Retrieved from <http://tinyurl.com/jl2fcuo>
- Hirano, K. A., & Rowe, D. A. (2016). A conceptual model for parent involvement in secondary special education. *Journal of Disability Policy Studies*, 27(1), 43-53.
- Kidd, W., & Czerniawski, G. (Eds.). (2011). *The student voice handbook: Bridging the academic/practitioner divide*. Emerald Group Publishing. Retrieved from <http://tinyurl.com/jpmswaj>
- Kohler, P. D., & Field, S. (2003). Transition-focused education: Foundation for the future. *Journal of Special Education*, 37(3), 174-183.
- Kochhar-Bryant, C. A., & Greene, G. (2009). *Pathways to successful transition for youth with disabilities: A developmental process* (2<sup>nd</sup> ed.). New Jersey: Pearson Education.
- Martin, J. E., & Williams-Diehm, K. (2013). Student engagement and leadership of the transition planning process. *Career Development and Transition for Exceptional Individuals*, 36(1), 43-50.
- Mazzotti, V. L., Rowe, D. A., Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., & Kortering, L. J. (2009). Linking transition assessment and postsecondary goals. *Teaching Exceptional Children*, 42(2), 44-51.

- Ministry of Education (2012). *Living, Learning and Working in the 21st century*. Special Education Curriculum Framework.
- Ontario Ministry of Education (2002). *Transition planning: A resource guide*.
- Pacer Center Champions for Children with Disabilities (2013). *A guide to preparing your child with a disability for life beyond high school*.
- Parent to Parent QLD (2014). *Transition guide for students with a disability*.
- Peterson, L. Y., Burden, J. P., Sedaghat, J. M., Gothberg, J. E., Kohler, P. D. & Coyle, J. L. (2013). Triangulated IEP transition goals: Developing relevant and genuine annual goals. *Teaching Exceptional Children*, 45(6), 46-57.
- Queensland Government, Department of Education and Training (2016). *Transition to post school for students with disability*. Retrieved from <http://education.qld.gov.au//transitiontopostschool/index.html>
- Rojewski, J. W. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals*, 25(1), 73-95.
- State of Wisconsin, Department of Workforce Development (2015). *Transition action guide for post-school planning*.
- Sitlington, P. L. & Clark, G. M. (2001). Career/vocational assessment: A critical component of transition planning. *Assessment for Effective Intervention*, 26(4), 5-22.
- Tarrant County Homeless Coalition (2015). *Training opportunities*. Retrieved from <http://www.ahomewithhope.org/tchc-services/training-opportunities/>
- Test, D. W., Fowler, C. H., White, J., Richter, S., & Walker, A. (2009). Evidence-based secondary transition practices for enhancing school completion. *Exceptionality*, 17(1), 16-29.
- Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32(3), 160-181.
- The New Jersey Department of Education (n.d.). *Using the vocational profile for students with disabilities*.
- Wehman, P. (2006). *Life beyond the classroom: Transition strategies for young people with disabilities* (4<sup>th</sup> ed.). Brookes Publishing Company.
- West, L. (Ed.). (2010). *Integrating Transition Planning into the IEP process*. Virginia: Council for Exceptional Children.





Ministry of Education  
SINGAPORE

**Special Education Branch**