

Additional Resources to Support

the Transition Process

This document contains information and forms that may provide additional help with the transition process. All forms contained in this section are optional and may be modified as required.

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# I: Supporting Transitions for Students with At-Risk Factors

Students with at-risk factors are students, at any grade level, who are ‘at risk’ of being unsuccessful at school. In the early grades, these children struggle either academically (they cannot read or do math as well as most other students) or socially (their behaviours seem atypical or not what is expected). In the later grades, at-risk students are those whose behaviors can typically result in school drop-out.

While students with at-risk factors require the same transitional supports as all students, a more conscious effort and formalized process may be required to facilitate successful transitions. This is especially true for students who are transitioning back into the regular school system after an extended period of absence, for instance students transitioning from youth correction facilities or addiction treatment centres. The transition process for these students will likely be similar to that for students with exceptionalities.

**Tips for Supporting Transitions for Students with At-Risk Factors**

* Be cognizant that lack of adequate food, stable housing, clothing, transportation and other basic needs is a reality for some young people and can impact their ability to move forward.
* Show the student that there are interested and caring people involved in his/her life. Provide opportunities for parents/guardians, foster parents, youth workers, caseworkers and/or any others charged with the student’s well being to be involved in school activities and meetings.
* Provide opportunities, wherever possible, for the student to make choices in order to feel empowered, respected and heard.
* Try to make personal connections with the students. Research has shown that, more than anything, at-risk students seem to need personal teacher attention. Although it is difficult to tell whether it is the relationship with the student or helping the student to understand the content that is key, offering support and guidance and attending to the individual student’s “voice” has been shown to have a positive impact for this population of students (Garard, 1995; Croninger and Lee 2001).
* Attempt to relate with your students’ home and community environment and culture.
* Reassure students that transitions are normal and involve varying degrees of stress.
* Reassure students that it is normal for them to have many different feelings and emotions about changes that may be taking place. Some of the emotions that students may express include anxiety, stress, sadness, relief, anger or confusion. Be alert for sudden changes in behaviour.
* Where there are no appropriate adult family members or others known to the student, arrange to have the student matched with a mentor. Important factors in matching a student with at-risk factors with an appropriate mentor include continuity of mentorship over time, common expectations and understanding, and a sense of trust within the match.
* Encourage and facilitate student participation in school, community, recreational or other activities that are of interest to them in order to help foster inter-personal skills and relationships, and to develop a sense of belonging to the community.
* Honestly scrutinize your school’s culture and identify and acknowledge which students may feel less “welcome” in this culture than others.
* Gear instruction towards the needs of the individual student. For students who present with the most significant behavioral challenges, offer support with immediate, relevant, effective, and efficient responses.
* Be flexible in your instructional methods and promote and model multiple academic approaches.
* Establish a clear and coordinated transition planning process to help students make a successful transition to adulthood. Involve the student in every step of the transition planning process and attempt to build a strong and close support team for the student. The transition plan should include and address the following areas:
  + Student’s dreams, goals and ambitions
  + Educational and employment development
  + Life skills development (dealing with peer pressure, addictions, cultural identity, self-care, emotional health and relationships)
  + Student’s plans for the future (post-secondary education, work, community involvement etc) and how they might be realized
  + Connections and
  + Service supports and referrals.
* Establish a knowledge base of available education and training programs for students within the community that reflect a continuum of programs, including basic education, vocational programs, trade or technical programs, and university programs. For each program type, learn what, if any, special supports may be available to prospective students with high-risk factors, such as peer support, mentoring or tutoring. If available, help link the student with available program supports.

*Adapted from Guidelines for Supporting Successful Transitions for Children and Youth, (Alberta Children and Youth Initiative, Government of Alberta, 2006).*

# II: Self Advocacy Toolbox:

Self-advocacy refers to the ability to take action on your own behalf. The ability to self-advocate has been identified as an important contributor to success. While all students can benefit from learning self-advocacy skills, many students with exceptionalities require support and a focused effort to learn and practice self-advocacy skills. The process needs to begin at an early age and be practiced actively during the adolescent years.

**A: Tips for teachers**

* Help students understand and explain their exceptionality
* Help students to self-monitor and become aware of which strategies and/or supports work best for them
* Encourage self-awareness through exploration of strengths, challenges, learning styles, preferences and interests.
* Assess a student’s skills and strengths on an ongoing basis and building on his/her positive attributes
* Take steps to increase the student’s ability to problem solve
* Identify a mentor or role model that the student can access for questions and support
* Foster independence and strive to find a balance between independence and support
* Give students choices often
* Help students use technology
* Allow students to change their minds
* Encourage social skill development
* Teach students strategies for time management, note taking, test preparation and test taking
* Create opportunities for students to begin exploring and thinking about their future lives
* Help the student develop a plan for reaching his/her goals. Allow for meaningful participation by the student in organizing, planning, and setting goals.
* Invite students to attend their IEP and/or Transition meetings
* Generate input from the student before, during and after the IEP/Transition meeting
* Discuss ideas for handling possible social issues with peers
* Role-play ways to handle difficult situations at school.
* Be culturally aware and promote cultural identity, as culture is often a key component of self-image

**The value of family participation:**

It is important for teachers to partner with parents and to help parents understand their role in supporting successful transitions. The value of family participation cannot be underestimated. Families can help to:

* Encourage independence and choice-making beginning at an early age
* Identify a student’s interests and strengths
* Make informed decisions regarding services and programs
* Develop positive partnerships with agency representatives
* Collaborate in creative problem solving
* Participate in the job search using personal networks in the community
* Support the decisions students make for the future

**B: Tips for Students**

**Strategies for Elementary Students**

* Know your exceptionality
* Know your strengths and needs
* Think about which strategies and accommodations work best for you
* Think about what you want to do when you grow up
* Share your ideas
* Make choices
* Ask for help when you need it
* Attempt tasks that you find challenging
* Ask questions
* Attend your IEP and/or Transition meetings

**Strategies for Junior High and High School Students**

* Understand your exceptionality
* Be able to explain your exceptionality to others
* Understand and be able to articulate your strengths and needs
* Think about which strategies and accommodations work best for you
* Use and practice appropriate social skills
* Write down your goals and create a plan of action
* Explore ways to become more organized
* Find out how to study effectively
* Know your rights and responsibilities
* Explore what resources are available and utilize them effectively
* Participate in decision making
* Try to find ways to increase your independence as a learner
* Be accountable for your actions
* Participate in IEP and/or transition meetings

*Adapted from Self-Advocacy Brochure, (Nebraska Department of Education, Office of Special Education, 2010).*

**C: Tips for Parents/Guardians**

Children first learn self-advocacy skills by observing how parents/guardians, school staff and others advocate on their behalf. Modeling effective and collaborative advocacy skills helps children to build their own self-advocacy skills. The best advocates are skilled at maintaining positive working relationships while creating win-win solutions. They have a clear and realistic vision of what they want and they are able to communicate this vision to others. Children who learn self-advocacy skills when they are young are better equipped to become independent adults.

**Tips for teaching your child self-advocacy skills**

* Begin at an early age by discussing learning strengths and needs with your child, as well as observations on how he or she learns best.
* Involve your child in conversations about school program planning—just by listening he or she can learn about collaboration and problem solving.
* Start including your child in meetings with educators as soon as possible. Ensure there is time at school conferences for your child to his/her view of the progress made and to express concerns.
* Help your child prepare for meetings or conversations with teachers and other situations involving his or her education. Take the time to help your child write down what he or she would like to discuss. Model and role-play appropriate interactions.
* Involve your child in planning their education. Student input and involvement should increase as the student progresses through school.
* Provide opportunities for making plans and choices.
* Help your child set appropriate and realistic goals for learning and review success in achieving these goals.
* Involve your child in evaluating his or her own performance as much as possible.
* Help your child be organized and prepared. Self-advocates need to be informed and organized in order to be effective.
* Encourage your child to let others know when their efforts are appreciated. An important part of self-advocacy is the ability to positively influence others.
* Provide opportunities for your child to meet or learn about others with special needs in order to learn from the experiences of these individuals.
* Recognize how difficult self-advocacy can be and support the attempts your child makes.
* Understand that self-advocacy skills need to be demonstrated, role-played, practiced and evaluated.
* Provide extensive guidance in the middle school/junior high years with greater expectations for independence in the high school years.
* Consult with your child’s teachers about strategies and suggestions for teaching self-advocacy skills
* Keep and organize relevant documents, reports, and other information about your child’s education.
* Seek resources for support and information. Assist your child, as he or she matures, to access these resources and become a self-advocate for his or her own education needs.

**Organizing relevant documents to support your child:**

To effectively support your child, you might wish to keep the following kinds of records organized and accessible:

* Birth records, including a copy of the birth certificate and any pertinent information regarding the pregnancy and birth
* Dates and ages of developmental milestones, such as first words and first steps
* Record of immunizations, MCP number and any additional health-care coverage
* Record of medical interventions, including treatments and surgeries
* Medication history, including details about medications, side effects, dosages and purposes
* List of pediatricians, doctors or other specialists involved in diagnosing or caring for your child, including names, specialties, phone numbers and addresses
* Progress reports and report cards
* Individualized education plan (IEP) and/or Record of Accommodations
* Transition Plan
* Comprehensive assessment report(s) and reports of educational or achievement assessments
* School phone numbers, and names and titles of contact people
* List of community support people, including names, agencies and contact numbers

Parents have the right to review their children’s school records or cumulative files. If there are documents in the school file that you would like to copy for your own file, make a request to the principal. Once you get your basic file together, keeping it up-to-date is easy. As you receive additional documents, highlight or flag them and file them immediately.

*Adapted from The Learning Team: A handbook for parents of children with special needs, (Alberta Learning, 2003).*

**D: Supporting Social Transitioning**

**Ways that Parents/Guardians and Educators Can Enhance Social Transitioning**

* One of the major determinants of identity is self-esteem, which has been shown to decrease during adolescence, particularly among girls. Emphasize the positive and recognize a child/youth’s strengths. This will promote self-confidence and self-esteem.
* Avoid comparing one child/youth to another, as it hampers individuality, and hurts self-esteem.
* Stress that children/youth are not alone in their social challenges, such as peer pressure and making new friends.
* Encourage children/youth to resolve their own conflicts as much as possible. This will help in the development of their problem-solving skills, help them to understand social boundaries and help them to learn to be sensitive to others.
* Help children/youth rehearse social situations they sometimes find difficult or uncomfortable, in order to build skills and confidence.
* Encourage children/youth to participate in a variety of social situations in their school, community and neighbourhood to assist in the varied development of their social skills.
* Connect children/youth with mentoring programs which enhance social relationships in children and youth facing certain social challenges.
* Encourage children/youth to express their ideas, feelings, thoughts and views. Listen intently to them as this encourages communication and helps them develop their own listening skills through your example.
* Support children/youth in taking pride in their culture, ethnicity or religion. By taking pride in these important aspects of their identity, children and youth strengthen their identities and develop relationships with others who share common values.
* Help children/youth early on to learn to communicate with health care providers and education professionals to express their needs.
* Assist children/youth in beginning to make medical appointments and obtain supplies.
* Help children/youth create a record of their medical history, including health care providers and services that he or she has accessed.
* Ensure that children/youth learn how to follow direction, be on time, work with a team and problem solve within the context of their special needs. Developing strong work habits is key to maintaining a job.
* Learn about work site modifications that may be needed to accommodate your child’s disability.
* Consider the following key issues as your youth with special needs transitions into adulthood and become independent: transportation, financial management, housing options, relationships, education, employment, personal care and decision-making skills.

*Adapted from Guidelines for Supporting Successful Transitions for Children and Youth, (Alberta Children and Youth Initiative, Government of Alberta, 2006).*

# III: Sample Checklist for Comprehensive Planning for Transition

**Beginning of Junior High**

* Identify learning preferences and the necessary adaptations to be a successful learner.
* Begin to look at career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
* Select/review high school courses.
* Participate in job-shadowing activities.
* Explore options for post-secondary education and admission criteria.
* Identify interests and options for future living arrangements, including support.
* Learn to effectively communicate your interests, preferences and needs.
* Be able to explain your special education need(s) and the accommodations needed.
* Learn and practice informed decision-making skills.
* Investigate assistive technology tools that can increase community involvement and employment opportunities.
* Broaden your experiences with community activities and expand your friendships.
* Pursue and use local transportation options outside of family.
* Investigate money management and identify necessary skills.
* Acquire Social Insurance Number and the ability to communicate personal information.
* Identify and begin learning skills necessary for independent living.

**Beginning of Senior High**

* Identify community support services and programs.
* Invite adult service providers and other people who support you to transition meeting.
* Gather more information on post-secondary programs and the support services offered, and make arrangements for accommodations to take any entrance tests.
* Determine the need for financial support.
* Enroll in driver training, if appropriate.
* Learn and practice appropriate interpersonal communication and social skills for different settings (employment, school, recreation with peers, etc.).
* Begin a résumé and update it as needed.
* Practice independent living skills (e.g., budgeting).
* Identify needed personal assistant services and, if appropriate, learn to direct and manage these services.
* Know your special education need(s) and keep documentation.

**Last Year of Senior High**

* Identify the post-secondary school or program and make arrangements for accommodations.
* Practice effective communication by developing interview skills, asking for help and identifying necessary accommodations at post-secondary work environments.
* Participate in community activities.
* Consider supported employment placements.
* Take responsibility for arriving on time to part-time job, appointments and social activities.
* Assume responsibility for health care needs.
* If 18, register to vote.

*Reproduced from Alberta Education, Learning and Teaching Resources Branch, Individualized program planning: ECS to grade 12. Chapter 8: Planning for transitions, 2006.*

# IV: Questions to Help Guide Transition Planning in High School

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**Current School Program**

Examine the student’s current school program in light of the student’s goals for the future.

* Is the student identifying academic areas of interest related to his or her goals for the future?
* Is the student enrolled in courses that will provide opportunities to move toward his or her goals?
* Does the student require additional support to succeed academically?
* Is the student moving toward independence?
* Is the student developing specific academic skills to realize his or her goals?
* Is the student aware of the necessary learning strategies for success?
* Is the student developing knowledge of the use of assistive technology appropriate for his or her specific learning needs?

Notes:

**Questions to Help Guide Transition Planning in High School**

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**Post-Secondary Education (PSE)**

Consider the skills and areas related to applying to a post-secondary education institution, including course selection, requesting transcripts, working with guidance counsellors, preparing information required by student services departments at post-secondary institutions and choosing appropriate campuses.

* Does student have copies of required documentation for PSE? (Such as IEP, Record of Accommodations, Transition Plan, etc.)
* Does the student require an updated assessment or related documentation for access to PSE services?
* Will the student require assistance in researching PSE institutions to ascertain level of commitment to making accommodations for his or her particular exceptionality?
* Does the student have a good match between high school courses and career aspirations and/or PSE program prerequisites?
* Is the student developing the skills necessary to enable him or her to approach the faculty or student services department of a PSE institution and articulate the nature of his or her special education needs and the accommodations or services required to address his or her needs?
* Is the student developing time management, organization, study skills or note taking?
* Is the student aware of restrictions that may apply to scholarship or student loan applications (minimum course load)?
* Is the student exploring his or her technological needs and services for PSE studies and/or funding option such as the Canada Study Grants for Students with Disabilities?
* Is the student developing a résumé and references for his or her personal career portfolio?
* Is the student exploring post-secondary/career information sessions and documenting this in a personal career portfolio?
* Does the student need to arrange a campus visitation?

Notes:

***Questions to Help Guide Transition Planning in High School***

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**Co/extracurricular Activities**

Consider activities which the student is currently involved in at school as well as activities which may assist in developing skills for the future that student may to consider.

* Is the student currently involved in any clubs, groups or associations within the school?
* Is the student evaluating his or her likes or dislikes with regard to the school activities in which he or she is involved?
* Are there other activities at school that the student could be involved in?
* Does the student have, or is he or she developing, a circle of friends at school?
* Is there anything required to assist the student in becoming aware of and more involved in activities at school?

Notes:

**Employment**

* Is the student developing a personal career portfolio?
* Has the student identified or is the student taking part in activities that address career and job awareness exploration experiences?
* Is the student involved in volunteer, part-time or summer employment?
* Is the student developing a résumé, and recording the names and addresses of potential references?
* Is the student involved in work-experience opportunities at school?
* Are the student and his or her parents exploring the supports that would be required in the workplace?
* Is the student being mentored, or does he or she have assistance in volunteering in job and/or career interest areas?

Notes:

***Questions to Help Guide Transition Planning in High School***

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**Personal Management**

Consider the personal management skills required for adult life, such as social skills awareness, peer relationships, living arrangements, banking skills, budgeting, voting, etc. In most cases, the student’s family will have the major responsibility for this area.

Consider those activities that are performed on a regular basis.

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

Notes:

***Questions to Help Guide Transition Planning in High School***

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**Funding/Support**

Consider what skills related to researching funding sources, investigating scholarships, bursaries, loans, awards, Canada Study Grants, Training and Employment Support Services etc. are needed by students and/or their parents/guardians.

* Are the student and/or the parents/guardians developing skills regarding budget formation and management, and the predicting and tracking of expenses related to loans or support payments?
* Are the student and/or the parents/guardians developing a familiarity with municipal, provincial and federal services and youth programs?
* Are the student and/or the parents/guardians developing a familiarity with application procedures for scholarships or bursaries?
* Are the student and/or the parent/guardians developing a familiarity with application procedures for student loans, employment insurance, disability pension or other support funds?
* Are the student and/or the parents developing an awareness of possible tax deductions related to the student’s special needs?
* Are the student and/or the parents/guardians developing an awareness of the financial considerations available through various public and private agencies (e.g., bus pass for public transportation)?

Notes:

***Questions to Help Guide Transition Planning in High School***

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**Community Resources**

Community clubs, groups or teams can be a source of social support for a student in the future. In

general, the student’s family will have the major responsibility for this area.

* Are the student and/or the parents/guardians developing an involvement with, or awareness of, the various local community service clubs, self-help groups or social groups that may be of assistance in helping to support the student in the future?
* Are the student and/or the parents/guardians developing an involvement with, or awareness of, self-help and advocacy groups available in the community or provincially/nationally?
* Do the student and/or the parents/guardians need further guidance and assistance in contacting community resources for support?

Notes:

**Interagency Linkages/Services**

* Are the student and/or the parents/guardians investigating or initiating contact with the coordinator of disability services or the student services department at the post-secondary institution that the student is interested in attending?
* Is the student in need of career counselling or other services?
* Are the student and/or the parents/guardians identifying the agencies that may provide assistance in reaching the student’s personal goals as an adult?

Notes:

*Adapted from Resource for the Transition of Students with Exceptionalities from School to Work or Post Secondary Education and Adult Life. (New Brunswick Department of Education, Fredericton, NB, 2001), pp. 20–24, 27–29* ***and*** *Individualized program planning (IPP): ECS to grade 12. Chapter 8: Planning for transitions, (Alberta Education. Learning and Teaching Resources Branch, 2006), pp. 18–25.*

# V: Sample Parent Questionnaire for Planning for Transition in Junior and Senior High School

(Page 1 of 2)

Name:       Date

This questionnaire can be used as a guide to think about the areas you believe to be important for

your son or daughter. Your insights are important to the planning for transition process. Please bring your ideas to the transition meeting scheduled for      .

1. List the jobs your son or daughter has had, including volunteer experiences.

2. What do you see your son or daughter doing after high school?

**Daily Living Skills**

1. In which of the following areas does your son or daughter show confidence in?

Handling money

Budgeting

Managing time

Using a calendar

Scheduling appointments

Meal planning

Food preparation

Medication use

Telephone skills

Other

2. In what type of living arrangement do you believe your son or daughter will be successful?

Independent  With family  Supported

***Sample Parent Questionnaire for Planning for Transition in Junior and Senior High School***

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**Leisure/Recreation**

What types of leisure activities does your son or daughter participate in:

Hobbies  Team sports  Individual sports  Clubs

Performing arts  Other        Other

**Community Involvement**

1. Check the following consumer services your daughter or son can use independently:

Grocery store  Bank  Library  Beauty/barber shop

Restaurant  Post office  Stores  Other

Other

1. Does your son or daughter have a:

Social Insurance Number  Driver’s license

Other        Other

1. What type of transportation can your daughter or son access and use?

Personal car  Bicycle

Family car  Public transportation

Other        Other

**Comments:**

*Reproduced from Individualized program planning (IPP): ECS to grade 12. Chapter 8: Planning for transitions, (Alberta Education. Learning and Teaching Resources Branch, 2006).*

# VI: Post-Secondary Education Transition Checklist for Students & Parents/Guardians

This transition checklist serves as a guide to the types of activities that a student should be engaged in throughout high school. Students and parents/guardians should work through the checklist as a starting point for assessing your transition needs and identifying items that still need to be accomplished. Students should be encouraged to complete as many of these items as he or she can independently.

We have: *Yes Not yet*

* A copy of the most recent comprehensive assessment report
* A copy of the most recent Individualized Education Plan (IEP)
* A copy of the most recent Record of Accommodations
* A copy of the most recent Transition Plan
* Copies of transcripts
* Pertinent medical information
* Contacted the special needs offices of the institutions   we’re considering
* Prepared a set of questions about accommodations available

at these institutions

* A record of the assistive technology that has been used

successfully

* Checked the accommodation policies of the institutions we

are considering

* Prepared a list of successes and accomplishments at school

and in the community

* A summary of career searches
* Researched funding sources & financial assistance opportunities
* Completed the goals & responsibilities outlined in transition plan

**Comments:**

*Adapted from Calgary Learning Centre (Calgary, AB)*

# VII: WATI Assistive Technology (AT) Consideration Guide

Student Name:       School:       Date:

Persons Present:

|  |  |  |  |
| --- | --- | --- | --- |
| **Task:** What task is it that we want this student to do, that they are unable to do at a level that reflects their skills/abilities? Check each relevant task below. Leave blank any tasks not relevant to the student.  **Column A:** Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task. Consider if there is AT available (either devices, tools, hardware, or software) that could be used to address this task?  **Column B:** If any AT is currently being used (or was tried in the past), describe in Column B.  **Column C:** Would the use of AT help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? If yes, complete Column C. | | | |
| **Task** | **A. If currently completes task with special strategies &/or accommodations (other than AT), describe.** | **B. If currently completes task with AT (or if AT was tried in past), describe.** | **C. Describe new or additional AT to be tried.** |
| Motor Aspects  of Writing |  |  |  |
| Computer  Access |  |  |  |
| Composing  Written Material |  |  |  |
| Communication |  |  |  |
| Reading |  |  |  |
| Organization |  |  |  |
| Math |  |  |  |
| Recreation  and Leisure |  |  |  |
| Activities of  Daily Living |  |  |  |
| Mobility |  |  |  |
| Positioning  and Seating |  |  |  |
| Vision |  |  |  |
| Hearing |  |  |  |
| Are there AT services (more specific evaluation of need for AT, adapting or modifying the AT, technical assistance on its operation or use, or training of student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration. | | | |

*Adapted from Wisconsin Assistive Technology Initiative (WATI) and the Wisconsin Department of Public Instruction (DPI).*

# VIII: Links to Additional Information and Resources

Assessing Students' Needs for Assistive Technology (ASNAT) 5th Edition (2009)

<http://www.wati.org/?pageLoad=content/supports/free/index.php>

Advanced Education and Skills, Government of Newfoundland & Labrador: For Persons with Disabilities <http://www.aes.gov.nl.ca/disabilities/default.html>

Advanced Education and Skills, Government of Newfoundland & Labrador: Forms and Documentation <http://www.aes.gov.nl.ca/studentaid/forms/forms201415.html>

Advanced Education and Skills, Government of Newfoundland & Labrador: Student Aid

<http://www.aes.gov.nl.ca/studentaid/>

Building on Success: Helping students make transitions from year to year <http://education.alberta.ca/media/352661/build.pdf>

College of the North Atlantic <http://www.cna.nl.ca/>

College of the North Atlantic: Disability Services

<http://www.cna.nl.ca/Student-Support/Disability-Services.aspx>

Connections: A guide to transition planning for parents of children with a developmental disability

<http://www2.gnb.ca/content/dam/gnb/Departments/pcsdp-cpmcph/pdf/publications/CONNECTIONSGuideTransitionPlanning.pdf>

Health and Community Services <http://www.health.gov.nl.ca/health/personsdisabilities/index.html>

I’m Determined: Self-Determination Tips for Parents

<http://www.imdetermined.org/files_resources/281/tips_for_parents.pdf>

Memorial University <http://www.mun.ca/>

Memorial University Accommodation Policy <http://www.mun.ca/policy/site/policy.php?id=239>

Memorial University: Glenn Roy Blundon Centre for Students with Disabilities

<http://www.mun.ca/blundon/about/index.php>

Your Child Has Hearing Loss?

<http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/dhh_brochure.pdf>

# IX: References

Alberta Children and Youth Initiative (2006). Guidelines for Supporting Successful Transitions for Children and Youth.

Alberta Education, Learning and Teaching Resources Branch (2006). Individualized Program Planning (IPP): ECS to Grade 12, Chapter 8: Planning for Transitions.

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