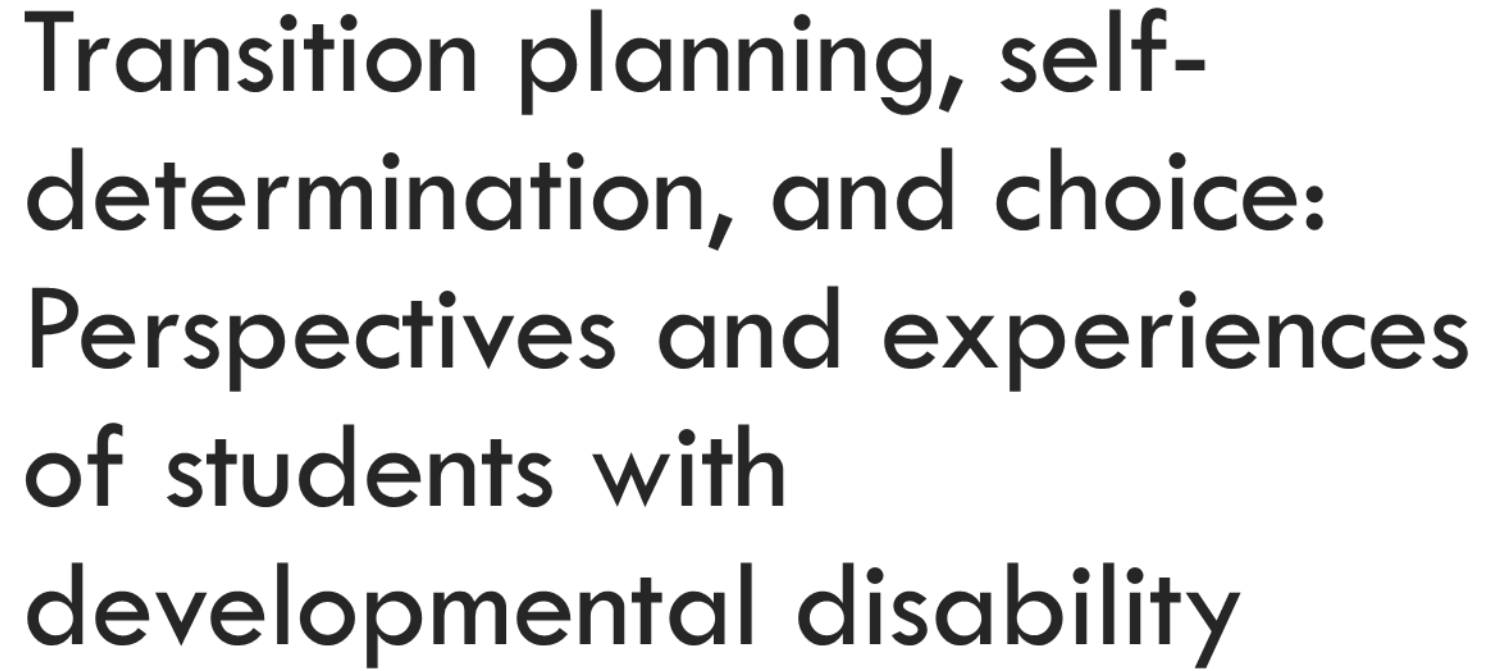




University of NSW and NSW Department of Education

Research Questions

RQ1. How do students with developmental disability experience and participate in the transition planning process in secondary schools?



RQ2. How much are students' personal aspirations and goals for post-school life incorporated into their transition planning?



RQ3. What school-based opportunities do students identify as valuable in developing their skills and interests for successful post-school transition?

Inclusive Research



- Two advisors were recruited to collaborate with the research process including consultation on the interview questions and the instructions for the art-based component.
- One advisor had recently left school and the other was in her early twenties
- Advisors were recruited separate to the school recruitment process.

Research participants

High school
students, aged
15-18
(years 10-12)

Diagnosis of
intellectual
disability

Participated in
at least one
IEP/ ITP
previously

Participants were
from a range of
secondary
educational
settings

Data collection strategies



Arts-based method

Drawing

Collage of images

Short piece of writing



Interviews



Jointly constructed questions for the interviews as part of inclusive research approach

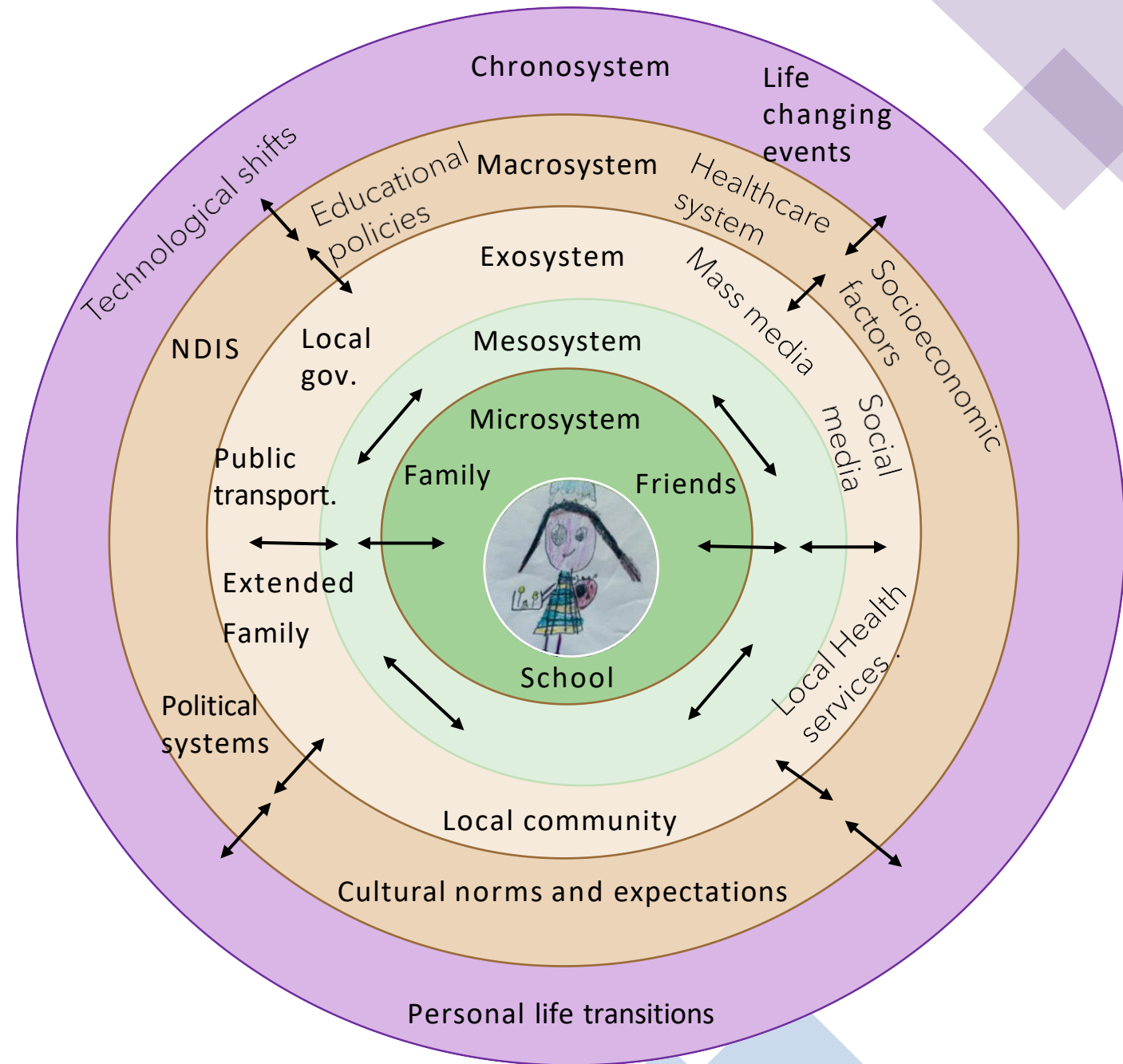


One to one semi-structured interviews with seven overarching questions

Interview Protocol

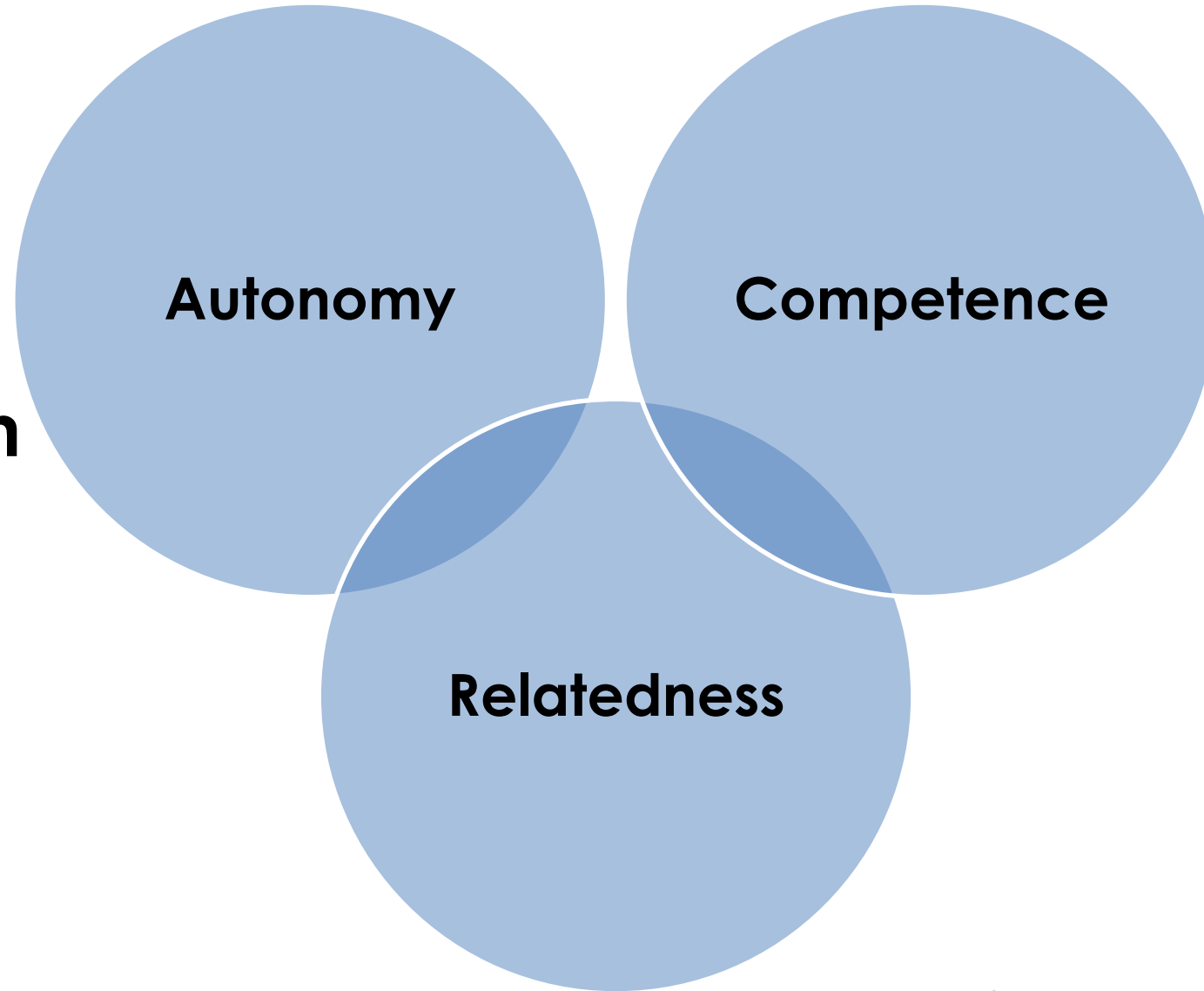
1. What are your skills and interests?
2. What do you imagine your future to be?
3. What type of support do you get at school?
4. What activities do you do at school?
5. What is your experience of planning meetings for example school meetings, NDIS meetings? Who does most of the talking? Do you feel prepared for the meetings?
6. When you plan a goal how do you achieve that goal?
7. <i>Linked question</i> Who helps you achieve your goals? Describe how they help you?
Is there anything else you would like to add?

Bronfenbrenner's Ecological Systems Theory



Self- Determination Theory

(Ryan & Deci, 2000)



Self-determination theory mapped against Bronfenbrenner's Bio-ecological systems



1) **Autonomy** is developed through interactions across microsystems (family and school) and is influenced by mesosystem connections (parent-teacher collaboration).

2) **Competence** is fostered through microsystem opportunities (school programs, family support) and exosystem resources (community services, additional school funding, employment options).

3) **Relatedness** emerges from microsystem relationships and is shaped by macrosystem attitudes towards disability.

Demographics of Student Participants

Pseudonym	Age	Year Level (Grade)	Gender	Diagnosis	School setting	Language other than English spoken at home Yes/ No
Zayne	16	11	M	Mild & Autism	SC	No ATSI
Kate	17	12	F	Moderate	SSP	No
Emily	18	12	F	Severe & Physical	SSP	Yes
Sydney	18	12	M	Mild & Autism	SSP	No
Matt	18	12	M	Moderate & Autism	SSP	No
Ronaldo	16	10	M	Severe & Autism	SSP	Yes
Nick	17	11	M	Mild	SC & M	No
Michelle	17	12	F	Moderate	SC	Yes
Zach	18	12	M	Moderate & Autism	SSP	No
Joe	15	10	M	Mild & Autism	SC & M	Yes
Sam	15	10	M	Moderate & Autism	SSP	Yes
Rayna	16	10	F	Moderate &Autism	SSP	Yes
SC – Support Class		Mild – Mild intellectual disability			ATSI- Aboriginal &/or Torres Strait	
SSP – School for Specific Purpose		Moderate – Moderate intellectual disability			Islander	
M – Mainstream integration for subjects of student choice		Severe – Severe intellectual disability				

Student Mode of Communication and Choice of Arts-Based Method

Pseudonym	Level of support required	Choice of arts- based method	Mode of communication	School setting
Zayne	Mid	None	Verbal	SC
Kate	Mid	Drawing	Verbal and KWS	SSP
Emily	High	Collage	Facial gestures, body language, visuals	SSP
Sydney	Low	Collage	Verbal	SSP
Matt	High	Drawing/ writing	KWS, written text, visuals, Proloquo2go	SSP
Ronaldo	High	Drawing	KWS, visuals	SSP
Nick	Low	Writing	Verbal	SC & M
Michelle	Mid	Collage/ writing	Verbal	SC
Zach	Mid	Drawing	Verbal	SSP
Joe	Low	Digital drawing	Verbal	SC & M
Sam	High	Collage	Verbal, KWS and visuals	SSP
Rayna	Mid	Collage	Verbal and visuals	SSP

Photographs of Different 'Low Tech' Modes Used for Student Communication



	Themes				
	Engagement in school	Skills for life	Goals and aspirations	Social activities and relationships	Participation in planning meetings
Sub-themes	Feelings towards leaving school	Preparation for employment	Goal setting	Going out	School meetings
	Supports received in school	Experiences of EVET	Plans for future studies	Friendships	NDIS meetings
	Understanding of disability	Community access and travel training	Learning to drive	Sports and physical activities	
			Employment aspirations	Family influence	

*"I play basketball on Fridays
with my friend ... we've been
friends since primary school."*

Zach



*"Me as an animator ... I want to be a director of
animated cartoons and movies."* Joe

*"[I drew] my brothers ... because
they care for me and look after me."*

Kate



Microsystem Interactions → Self-Determination Development

Family Support + School Programs →
Enhanced **Competence**

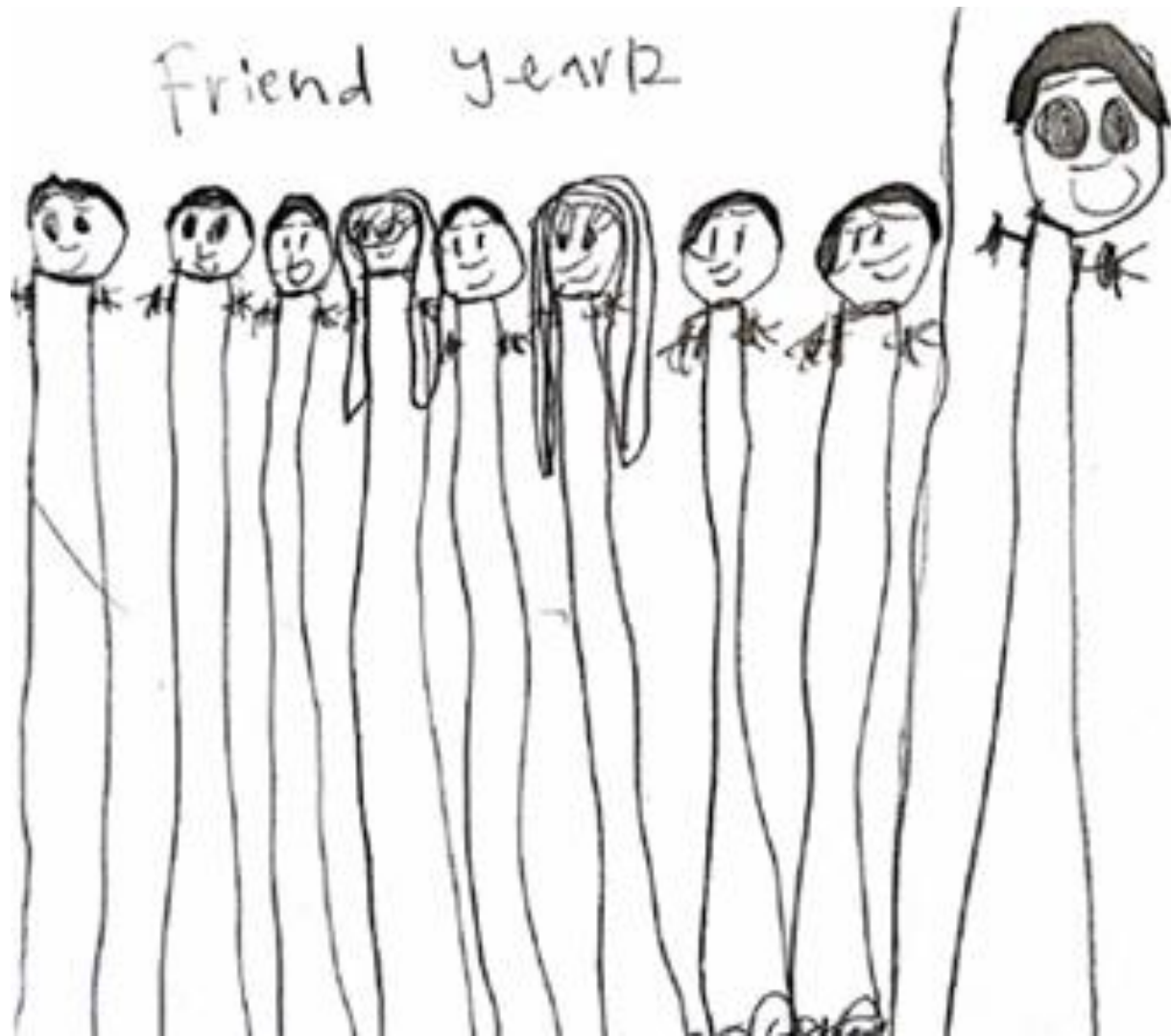
*Example: Sydney's family encouragement +
school travel training = independent travel
skills + confidence in abilities*

Peer Relationships + Teacher Support →
Strengthened **Relatedness**

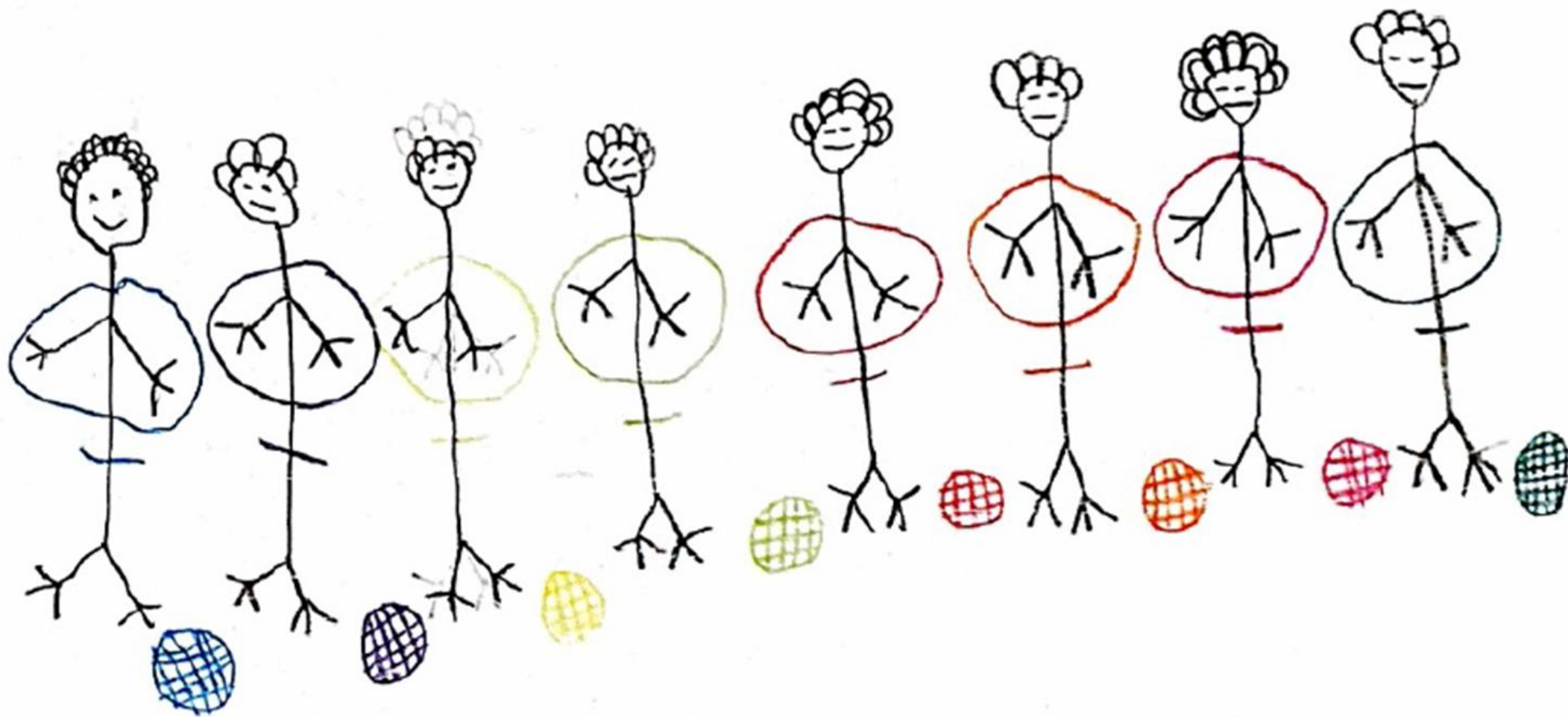
*Example: Matt's friendship group + teacher
advocacy = sense of belonging +
communication confidence*

Choice in Programs + Family **Autonomy**
Support → Increased **Autonomy**

*Example: Joe's mainstream class choice +
family respect for interests = self-directed
goal setting + career exploration*



When Matt was asked about what he had drawn on one side of his drawing, he had depicted himself with his friends, (Matt is the first on the left).



Ronaldo's depiction of him practicing soccer with his soccer team.

Overview Of Meetings Students Have Attended

Student	Type of meeting	Experience of meetings
Zayne	IEP, ITP	Feels he gets to actively participate in the meetings; <i>"I get to set some of the goals ..."</i> .
Kate	IEP, ITP	Does not feel prepared for the meetings and does not like that <i>"Mum does most of [the] talking"</i> .
Emily	PLSP, ITP, NDIS review	Questions directed to mum; however, this did not concern Emily.
Sydney	PLSP, ITP, NDIS review	Is confident to participate in meetings but can also get anxious. <i>"I just want everything to go right and make sure I be prepared (for the meeting) and don't forget"</i> .
Matt	PLSP, ITP, NDIS review	Other people in the meeting generally answer for him but does gets asked questions in school meetings.
Ronaldo	PLSP	Present at meetings but mainly parents and teachers talk about him.
Nick	IEP, ITP	Is nervous in meetings, his mum will often talk for him commented it is <i>"good having meetings to talk about what I want to do."</i>
Michelle	IEP, ITP	<i>"Meetings at school are good I just don't like when they are at lunchtime ... I get to tell what I like and what I don't like."</i>
Zach	PLSP, ITP	<i>"Mum likes talking [in the meetings] ... I feel prepared for the meetings"</i> .
Joe	IEP, ITP	<i>"I've never been to a high school meeting with my parents before. I meet with the teachers on my own."</i>
Sam	PLSP	Likes that he gets to <i>"Talk to teachers ... [and] Pop comes"</i> .
Rayna	PLSP	Present at meeting and likes that the <i>"...meeting is about me"</i> .

PLSP: Personalised Learning and Support Plan, IEP: Individual Education Plan, ITP: Individual Transition Plan, NDIS Review: National Disability Insurance Scheme review meeting.

Implications for Practice

Career advice and guidance from an experienced and trained practitioner

Meaningful work experience and linking to industry

Community Access to develop practical skills in a range of areas and allow for incidental learning

Participation in VET and TAFE programs during years 11 and 12

Promote student agency and autonomy through person centred planning and ensuring mode of communication is considered as part of the process

Allow for trial and error and supported risk taking

Respecting that parents are the main decision makers therefore it is essential parents are informed and transition planning is a shared process

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