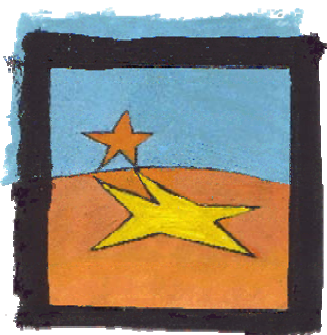


# Transition

FROM SCHOOL TO WORK OR FURTHER STUDY



Transitions are critical markers in our journey through life.

Setting up our young people for a successful transition from school to post schooling options can be

a time of high anxiety for both the young person and their parents/guardians/carers, especially when the young person has a disability/ies.

There are a range of post school options for young people with disabilities. Many are able to move from school to post secondary study, apprenticeships or employment, including *Business Services* (supported employment) and open employment. Other young people with disabilities move from school to day options. Exploration of these pathways is generally negotiated through the school-based *Negotiated Education Plan* and the *Transition Pathways Plan*. The *Transition Pathways Plan* is a component of the *Transition Plan* that all students in the secondary years of schooling develop to support their successful transition through and beyond school.

There are a number of transition programs

funded by the *Department of Education and Children's Services (DECS)*, government and other agency specifically targeted at students with disabilities.

In this *SERUpdate* we provide an overview of some of these programs including:

- *Statewide Transitions Centres*—Daws Road Centre and Prospect Centre
- *The State Disability Transition Project*
- *The Regional Disability Liaison Officer Initiative*
- *Centrelink* services for people with disabilities

Pivotal in working towards independence and participating in the workplace is the goal of becoming an independent traveller. In 2005, 23 sites within *DECS* trained 55 young people to travel independently to school.

Within *DECS*, the *Pasadena Ashford Annex* is leading the way in training students with disabilities to become independent travellers, with a well established program in transport training.

*Ruth Motley—Manager*



**Government of South Australia**  
**Department of Education and Children's Services**



Special Education Resource Unit  
72A Marlborough Street, Henley Beach SA 5022  
Telephone: 8235 2871  
Fax No: 8235 1907  
TTY: 8235 0465  
Email: [admin@seru.sa.edu.au](mailto:admin@seru.sa.edu.au)  
Website: [web.seru.sa.edu.au](http://web.seru.sa.edu.au)  
Courier: R2/4

Monday, Wednesday, Thursday, Friday

8.45 am—5.00 pm

**Opening Times** →

Tuesday

8.45 am—3.00 pm

## PASADENA ASHFORD ANNEXE—TRANSPORT TRAINING PROGRAM

In a school where the motto is *Educating for Independence*, transport training takes a vital place within the curriculum and programs offered at the Annex.

Students are introduced to public transport training in Year 8. Each week they take part in a fully structured *Community Access Program* that develops awareness and skills in appropriate, safe conduct on public transport and provides orientation around the city. Through this program, the class teacher assesses student progress and readiness for independent travel. *School Services Officer (SSO)* support hours provided by *SERU* are used to train these students to travel from home to school independently.

The *Transport Training Program* was developed to provide students, their families and the school with a tool that would assist in the systematic assessment and training of students in critical skills needed to become an independent traveller. The key areas covered by the program are:

- Awareness of road safety
- Orientation

- Readiness
- At the bus stop.

The amount of time needed for each student to become independent will vary. Most students at the Annexe are successful after 10 - 15 hours of training. The training is undertaken in context each morning and afternoon across a week. Trainers (SSOs) travel with the student, initially providing support and tuition. In the final stages of the training they follow up behind the bus in their private vehicles to ensure students are able to execute the journey successfully on their own.

Becoming an independent traveller is a highly sought after goal amongst students at the *Pasadena Ashford Annexe*. Successful students become excellent role models for those aspiring to reach this goal, and it is very evident that self-esteem and self-image are greatly enhanced by the experience.

### Contact:

Vas Dolman, Pasadena Ashford Annexe  
Coordinator

Ph 8276 8409

Email: [vas.dolman@pasadenahs.sa.edu.au](mailto:vas.dolman@pasadenahs.sa.edu.au)



## PROSPECT CENTRE—A GREAT LEARNING EXPERIENCE

*Prospect Centre* aims to provide senior secondary students with disabilities with a range of opportunities to develop their social, academic, recreational and vocational skills in a supportive learning environment.

*Prospect Centre* encourages success, and focuses on developing student wellbeing through a personal pastoral care system.

The Centre provides transition programs for students in their post compulsory years of schooling (15 years and older) as

documented in the *Negotiated Education Plan*.

Students are referred to the Centre by a contact person from the secondary school the student attends. A referral form initiates the process which includes an interview with the student, the parent/caregiver, a representative from the school and a staff member from *Prospect Centre*.

At this meeting course options are determined and documented.

## PROSPECT CENTRE—A GREAT LEARNING EXPERIENCE

Students are able to access a variety of Stage 1 and 2 *SACE* courses, *Certificate 1 Employment Skills VET* modules, work placement and work experience programs as well as support in pathways leading to school options. Course fees are paid by the referring school.

All courses at the Centre are aimed at developing life and employment skills through:

- Community awareness and mobility
- Personal development
- Social skill development
- A component of literacy
- A component of numeracy
- Practical skill development
- Career awareness
- Work experience
- Personal projects
- Keeping journals
- Community projects.

Students may choose 1 or 2 courses per semester and they attend 1 day a week per subject.



Students begin the day at 8.45am and

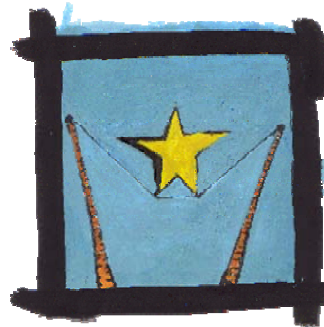
finish at 3.05 pm. Neat casual dress is expected and all students travel independently as part of their school to work transition.

### Contact

Helen Joyce, Manager Prospect Centre

Ph 8344 6508

Email: [helen.joyce@proscentsp.sa.edu.au](mailto:helen.joyce@proscentsp.sa.edu.au)



## DAWS ROAD CENTRE—PROCESSES AT A STATEWIDE TRANSITION CENTRE

*Daws Road Centre* offers a range of curriculum including *SACE* subjects and *VET* units. To further extend and challenge students in their second year of preparation for work, *Daws Road Centre* has added:

- Certificate 1 Hospitality
- Certificate 1 Horticulture
- Certificate 1 and 2 Retail.

Student success is underpinned by an explicit work ethic which has been built into each learning area.

*Daws Road Centre* expectations of each student are in line with workplace expectations and include:

- speaking and listening to others in a caring, respectful and polite manner
- respecting the rights of others
- always keeping yourself and others safe
- working hard and being willing to try
- accepting responsibility
- being punctual and reliable.

## DAWS ROAD CENTRE—PROCESSES AT A STATEWIDE TRANSITION CENTRE

One of the most successful tools used at Daws Road Centre is the rating system used at the end of each day. Students rate themselves for safety (10 points), group skills (10 points) and effort (10 points) giving them a total score out of 30. This is then graphed and enables a teacher-student discussion and reflection on their comparative progress each day. Students are familiar with the criteria for each of the three areas, enjoy the process and are proud of the ratings they receive.

At the end of each term there is a certificate award for achievement in each curriculum area. This is for a student who has improved over the term. Students are able to win only one certificate each year, enabling other students to have an opportunity to win as well.

Staff *walk the talk* and model the behavior expected from the students themselves.

This also provides another way of reinforcing workplace expectations to the students.

At the end of 2<sup>nd</sup> semester, the Daws Road Centre staff track which students will be leaving the centre at the end of the year. After discussions with the student and their parents/caregivers, a referral to an employment agency is made ensuring there is a smooth transition for the student from Daws Road Centre to employment.

In 2005, 21 referrals to agencies have been made with the majority going to Disability Open Employment Services.

### Contact

Suzette Griffiths, Manager, Daws Road Centre

Ph 8277 6504

Email: [griffiths.suzette@saugov.sa.gov.au](mailto:griffiths.suzette@saugov.sa.gov.au)



## WEBSITES

<http://unisa.edu.au/regdisability> - This site contains a range of information to assist students, parents, teachers, career counsellors and community members identify services, supports and information for people with disabilities.

[www.adcet.edu.au](http://www.adcet.edu.au)—The Australian Disability Clearing House on Education and Training (ADCET) is a web based information resource that provides up to date, accurate and comprehensive information about inclusive teaching, learning and assessment strategies, accommodations and support services for people with disabilities in post secondary education and training. ADCET's services are primarily targeted at teachers, disability practitioners, learning support staff and researchers.

[www.decs.sa.gov.au/futuresconnect](http://www.decs.sa.gov.au/futuresconnect) - This section of the *Department of Education and Children's Services* website provides information on career development, transition planning and resources. One new resource located on this website, *Resources Generator* is a database of resources and services that can be used by career practitioners and young people to develop career and transition skills. Users can search the database for resources by industry area, transition planning sections, resource name or type, *Australian Blueprint for Career Development* key areas, key words, target group or life stage. The search results provide the resource descriptions and links to the resource files, relevant websites or to the contact details for obtaining the resources. Currently over 250 resources listed.

## STATEWIDE DISABILITY TRANSITION PROJECT

The *State Disability Transition Project* supports young people with a disability, from any of the three schooling sectors (Independent, Catholic and Government), to make successful transitions from school into further and higher education, training and employment pathways.

Through this project young people participate within their local communities in an accredited certificate course and develop employment-related skills. The course links with their preferred career pathway and is complemented by supported work placement and case management by a local Disability Open Employment Service officer.

The project, a collaboration between DECS, through the Futures Connect strategy, a number of State and Commonwealth government and non

government agencies, and local business and industry, currently operates across metropolitan Adelaide and is being trialled in three regional areas.

Over the two years of its broader implementation, the project has achieved significant outcomes for young people including: pathways into further education, *New Apprenticeships*, employment and returning to secondary education. In 2005, 81 students participated in employment skills training, vocational education and training and/or disability open employment programs.

### Contact

Helen Edwards – Futures Connect,  
Program Manager, Transition Services  
Ph 8226 61691

Email: [edwards.helen@saugov.sa.gov.au](mailto:edwards.helen@saugov.sa.gov.au)

## THE REGIONAL DISABILITY LIAISON OFFICER INITIATIVE

The *Regional Disability Liaison Officer (RDLO)* initiative is designed to overcome the lack of information and knowledge that can prevent people with a disability successfully participating in post-secondary education.

The RDLO can:

- Provide links with appropriate people to help people with disabilities, parents and carers plan for and make a successful entry into further study and employment
- Provide information, advice and support for people with a disability, parents, supporters and educational professionals on post-school options, support and services, and advocacy to improve services
- Provide assistance in understanding transition to post-secondary education and training, and to employment.



For example, an RDLO can provide information on:

- Transiting from school to higher education
- Choosing an appropriate TAFE or University course
- University or TAFE course costs
- Available income support for people with disabilities while they study
- Personal care support
- Accessible transport to and from the campus
- Accessible accommodation
- Where to go for further information
- Available apprenticeship options
- Pathways from higher education to employment
- Existing support networks in the local area.

## THE REGIONAL DISABILITY LIAISON OFFICER INITIATIVE

Further information to assist students, parents, teachers, career counsellors and community members identify services, support and information for people with disabilities can be obtained at <http://unisa.edu.au/regdisability>

### Contact:

Leonie Challans, Regional Disability Liaison Officer, Adelaide and Environs  
Ph: 08 8302 1756 or TTY: 08 8302 2112  
Email: [Leonie.Challans@unisa.edu.au](mailto:Leonie.Challans@unisa.edu.au)

## CENTRELINK DISABILITY OFFICERS—HOW CAN WE HELP YOU?

*Centrelink* is keen to develop strong working relationships with *Department of Education and Children's Services* staff and students.

*Centrelink Disability Officers* ensure that young people with disabilities have fair access to *Centrelink's* wide range of payments and services. Students turning sixteen may qualify for payments such as *Youth Allowance*, *Disability Support Pension*, *Pensioner Education Supplement* and *Mobility Allowance* just to name a few.

*Centrelink Disability Officers* can give advice on payments specifically targeted at young people with disabilities and assist in achieving payment outcomes best suited to an individual's circumstances.

*Centrelink Disability Officers* have an integral role in assisting students into work by working closely with Special Education Units, staff and external agencies to ensure that the transition is as smooth as possible.

Teachers of students with disabilities approaching sixteen and/or school leaving age are encouraged to consult with *Centrelink Disability Officers* in formulating the student's school to work transition program.

*Centrelink Disability Officers'* primary focus is to help all people with a disability

return to or begin work by assessing and advising them about appropriate employment assistance options. Clients are then referred to appropriate employment services, including *Business Services* (supported employment) and Disability Open Employment agencies, helping them gain access to training and vocational rehabilitation.

*Centrelink Disability Officers* are located at each *Centrelink Customer Service Centre* throughout South Australia. Contact details are provided in the table following this article.

### Contact

Andrew Long, Centrelink Disability Officer,  
Marion Customer Service Centre  
Ph 8306 3502  
Email: [andrew.a.long@centrelink.gov.au](mailto:andrew.a.long@centrelink.gov.au)



# SERUpdate

**CENTRELINK DISABILITY OFFICERS**




Centrelink Disability Officers	Location	Days	Phone/Fax
<b>Metropolitan</b>			
Gino Totagiancaspro gino.totagiancaspro@centrelink.gov.au	<b>Adelaide</b>	Monday to Friday	8401 3227 Fax 8401 3298
Andrew Fairbrother andrew.fairbrother@centrelink.gov.au	<b>Adelaide</b>	Wednesday	8401 3227 Fax 8401 3298
Helen Glen Helen.glen@centrelink.gov.au	<b>Elizabeth</b>	Monday to Friday	8307 4813 Fax 8307 4898
Paul Schmelzkopf paul.schmelzkopf@centrelink.gov.au	<b>Elizabeth</b>	Monday to Friday (back up)	8307 4856 Fax 8307 4898
Kerry McConville kerry.kl.mcconville@centrelink.gov.au	<b>Enfield</b>	Monday to Friday	8309 4047 Fax 8309 4099
David Lee david.lee@centrelink.gov.au	<b>Gawler</b>	Monday to Friday	8521 5067 Fax 8521 5099
Ian Rosie ian.ij.rosie@centrelink.gov.au	<b>Glenelg</b>	Tuesday, Friday and alternate Thursday	8306 9096 Fax 8306 9099
Alan Williams alan.aj.williams@centrelink.gov.au	<b>Kilkenny</b>	Monday to Friday	8401 8666 Fax 8401 8698
Andrew Long Andrew.a.long@centrelink.gov.au	<b>Marion</b>	Monday to Friday	8306 3502 Fax 8306 3598
Ian Rosie ian.ij.rosie@centrelink.gov.au	<b>Marion</b>	Monday, Wednesday and Thursday	8306 3504 Fax 8306 3598
Lyn Hutchinson lyn.hutchinson@centrelink.gov.au	<b>Marion</b>	Monday to Friday	8306 3504 Fax 8306 3598
Ray Buitenhuis Raymond.rb.buitenhuis@centrelink.gov.au	<b>Modbury</b>	Monday to Friday	8402 2079 Fax 8402 2098
Lyn Parker lyn.parker@centrelink.gov.au	<b>Modbury</b>	Monday, Tuesday and Alternate Wednesday's	8402 2078 Fax 8402 2098
Andrew Fairbrother andrew.fairbrother@centrelink.gov.au	<b>Mt Barker</b>	Monday and Friday	8398 7225 Fax 8393 7299
Julie Cartwright julie.jl.cartwright@centrelink.gov.au	<b>Noarlunga</b>	Tuesday, Wednesday and Thursday	8307 0148 Fax 8307 0099
Gary Pittard gary.g.pittard@centrelink.gov.au	<b>Noarlunga</b>	Monday to Friday	8307 0149 Fax 8307 0099

## CENTRELINK DISABILITY OFFICERS



Julie Weir Julie.ja.weir@centrelink.gov.au	<b>Norwood</b>	Monday to Friday	8139 6050 Fax 8139 6098
Andrew Fairbrother andrew.fairbrother@centrelink.gov.au	<b>Norwood</b>	Tuesday and Thursday	8139 6089 Fax 8139 6098
Denis Finn denis.dm.finn@centrelink.gov.au	<b>Port Adelaide</b>	Monday to Friday	8403 7155 Fax 8403 7099
Lee McAdam Leonore.l.mcadam@centrelink.gov.au	<b>Salisbury</b>	Monday to Friday	8307 5628 Fax 8307 5698
Lyn Parker Lyn.parker@centrelink.gov.au	<b>Salisbury</b>	Thursday and Friday	8307 5628 Fax 8307 5698
Liz Zucker Ezucker@centrelink.gov.au	<b>Salisbury</b>	Monday to Thursday	8307 5541 Fax 8307 5698
Vera Green vera.vl.green@centrelink.gov.au	<b>Torrensville</b>	Monday to Friday	8403 5040 Fax 8403 5071
Julie Cartwright julie.jl.cartwright@centrelink.gov.au	<b>Victor Harbour</b>	Monday	8307 0148 Fax 8307 0099
<b>Country</b>			
Carol Gibbs carol.ca.gibbs@centrelink.gov.au	<b>Berri</b>	Monday to Friday	8580 0007 Fax 8580 0099
Trevor Groves Trevor tb groves@centrelink.gov.au	<b>Broken Hill</b>	Monday to Friday	8082 5041 Fax 8082 5098
Gaynore Edwards gaynore.gl.edwards@centrelink.gov.au	<b>Ceduna</b>	Work directed to Pt Lincoln	8682 9929 Fax 8682 9998
Sue Schwab susan.schwab@centrelink.gov.au	<b>Coober Pedy</b>	Work directed to Pt Augusta	8643 0035 Fax 8643 0098
Julie Greenslade julie.jk.greenslade@centrelink.gov.au	<b>Kadina</b>	Tuesday, Thursday and Friday	8828 2427 Fax 8828 2499
Barry Kuhl barry.kuhl@centrelink.gov.au	<b>Mt Gambier</b>	Monday to Friday	8726 0949 Fax 8726 0999

## CENTRELINK DISABILITY OFFICERS

Miriam Mitchell miriam.ma.mitchell@centrelink.gov.au	<b>Murray Bridge</b>	Monday, Wednesday and Friday	08 8535 7010 Fax 8535 7099
Sue Schwab susan.schwab@centrelink.gov.au	<b>Pt Augusta</b>	Monday to Friday	8643 0035 Fax 8643 0098
Gaynore Edwards gaynore.gl.edwards@centrelink.gov.au	<b>Pt Lincoln</b>	Monday to Friday	8682 9929 Fax 8682 9998
Alan Zubrinich alan.a.Zubrinich@Centrelink.gov.au	<b>Pt Pirie</b>	Monday, Tuesday and Wednesday	8632 9013 Fax 8632 9057
Annie Hywood ann.hywood@centrelink.gov.au	<b>Whyalla</b>	Monday to Friday	8644 9018 Fax 8644 9099
<b>Area Support Office</b>			
Disability Program Support Neville Gartner parti.area.sa@centrelink.gov.au	<b>191 Pulteney St Adelaide.</b>	Monday to Friday	8306 2294 Fax 83062432
CDO Clerical Support George Abrams george.gw.abrams@centrelink.gov.au		Monday to Friday	8306 2907 Fax 8306 2432 

**SERU CONFERENCE ROOM  
AVAILABLE FOR TEAM/STAFF MEETINGS  
BETWEEN 9:00 AM—4:30 PM  
MONDAY TO FRIDAY**

**FOR BOOKINGS AND FURTHER INFORMATION ON FACILITIES CONTACT  
SAM KENDLE OR COREY OGILVY ON 8235 2871**

## RESOURCES: TRANSITION FROM SCHOOL TO WORK OR FURTHER STUDY

### ***Dyslexia in the Workplace*, BARTLETT, D; MOODY, S, 2000. 18-0102-01.**

*Dyslexia in the Workplace* offers advice to employers on how to help staff with dyslexia. Detailed advice is given on tackling the difficulties. Topics covered include work organisation and effective work methods, reading and writing for work purposes, memory skills, oral presentation and interaction, and dealing with the emotions associated with dyslexia.

### **Video: *Face to Face with Work*. 45-0067-01.**

This video presents three vignettes: *Face to Face with Work*; *Face to Face—Recruitment*; *Face to Face—Work Options*.

### ***Success at Work: Get Up and Go—Leaving Home and Getting to Work on Time*, McMURTIE, C, 2004. 66-1120-03.**

*Get Up and Go*, a book of blackline masters, is one in the series *Success at Work*. The focus is on leaving home and getting to work on time. The book is designed to enhance awareness of the tasks involved in getting to work each morning, and to aid young people in the development of a sense of responsibility for oneself. See also 66-1120-02 *Dollars and Sense*; 66-1120-01 *Looking Good*.

### ***Success at Work: Looking Good—The Importance of Personal Appearance and Presentation*, McMURTIE, C, 2004. 66-1120-02.**

*Looking Good*, a book of blackline masters, the second in the *Success at Work* series, focuses on and the importance of personal appearance and presentation. The book emphasises the following concepts: *Each person must take responsibility for the care of their own body and clothing*; *The importance of appearance and body odour*; *The daily washing and dressing routine*. See also 66-1120-03 *Get Up and Go*; 66-1120-02 *Dollars and Sense*.

### ***Success at Work: Dollars and Sense—Developing an Understanding of Money Management*, McMURTIE, C, 2004. 66-1120-02.**

*Dollars and Sense*, a book of blackline masters, the third in the *Success at Work* series, focuses on developing an understanding of money management. The book emphasises the following concepts: *Our time consists of the present and the future*; *The things we buy can be put into three categories*; *Money should not be spent all at once*. See also 66-1120-03 *Get Up and Go*; 66-1120-01 *Looking Good*.



### **Video: *Youth Challenge—A Human Rights Educational Resource for Teachers, Unit 3—Young People in the Workplace*. HREOC, 2005. 34-0214-01.**

The video was developed by the *Human Rights and Equal Opportunity Commission* and examines issues of race and sex discrimination, and the legal rights and responsibilities of employees and employers in Australian workplaces.



### ***Preparing for the Real World*, WRIGHT, P, WRIGHT, C, 2003. 66-1104-01.**

This pack contains the three titles in the *Preparing for the Real World* series, a foundation course for careers education. Book 1, *Myself and My Family* explores how families function and depend on each other, and how they work together to meet all the demands on a family. Book 2, *The Story of Work* covers the forces that have shaped work within Australia, and how work will continue to change. Book 3, *Teacher's Guide* covers the content of national curriculum documents in health education, technology and social studies, as well as careers and values education.

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**RESOURCES: TRANSITION FROM SCHOOL TO WORK OR FURTHER STUDY**

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***Test of Employment Entry Mathematics, IZARD, J; WOFF, I; DOIG, B, 1992.*****56-0057-01.**

An Australian produced test of basic mathematical ability for students in middle and senior secondary school who are applying for apprenticeships. It is a group test that takes 25 minutes and has 32 multiple choice items. The test covers; number, area, percentage, parallels, number problems, perimeter, scale, multiplication, division, decimals, scale and fractions.

***Video—Making Work Placement Work, LEWIS, GM et al, 1994. 45-0087-01.***

This short video with accompanying manual is designed to assist teachers of students with disabilities to organise work experience placements. Examples are provided for developing resumes, employer expectations, interview procedures duty statements, task analysis and workplace evaluation.

***The Wonderful World of Work, UNDERHILL, G, 1999. 45-0093-01.***

This book is an introduction to career education and can ideally be used with students aged 12-15 years. The activities are fun, use problem solving strategies and relate to a broad spectrum of careers and jobs.

***Life Beyond the Classroom, WEHMANN, P, 2001. 45-0092-01.***

This text provides a framework for defining and planning transition. The author addresses facilitation and support, and discusses ways to individualise transition service delivery for people with specific types of disabilities. A useful resource for professionals who require more information and knowledge in the areas of education and employment for young people with disabilities. It provides a comprehensive picture of school-to-work transitions for young people with disabilities.

***Transition Assessment, SAX, D; THOMA, C, 2002. 45-0100-01.***

This book provides a range of strategies to assist individuals to direct their transition plans, choose their own goals and communicate them effectively. Topics include: individualised transition assessments; a review of person-centred planning; guidance on choosing and implementing a range of assessment procedures; suggestions for creating step-by-step action plans.

***The Transition Handbook: Strategies High School Teachers Use That Work, HUGHES, C; CARTER, EW, 2000. 45-0095-01.***

This book contains practical strategies based on the latest research for secondary teachers to use with students who have a disability, who are at risk of failing, or who need additional support making the transition from high school to post school options. The easy-to-use, menu-style format allows readers to access relevant strategies. Photocopiable checklists and observational forms are included.

***Towards Work, GRAHAM, H, 2000. 45-0094-01.***

This book contains blackline masters designed for use with a wide age-range of students. Short texts followed by activities are provided throughout. The early sections look at simple aspects of work and workplaces (including home and school) and the later sections defining specific skills areas (personal, transferable and job-related) and discuss a student profile (mini-resume), advertisements, job applications (forms, letters) and basic interview skills.

## RESOURCES: TRANSITION FROM SCHOOL TO WORK OR FURTHER STUDY

### **Transition Issues Related to Students with Visual Disabilities: Transitions Series, ELKSNIN, N and L, 1999. 45-0107-01.**

This collection of practical resources covers a variety of topics that are critical to the process of preparing young people with disabilities for adulthood. With a focus on the needs of students with visual disabilities, topics include: *Housing Issues; Transportation Issues; Employment Issues; Leisure and Recreational Issues.* See also: 45-0106-01 *Teaching Occupational Social Skills.*

### **Self-Determination Strategies for Adolescents in Transition—Transition Series, FIELD, S; HOFFMAN, S; SPEZIA, 1998. 45-0109-01.**

This collection of practical resources covers a variety of topics that are critical to the process of preparing young people with disabilities for adulthood. With a focus on self-determination, topics include: *The Importance of Self-Determination during Transitions—What is Self-Determination?; Know Yourself; Value Yourself; Plan; Act; Putting it all Together.*

### **Family Involvement in Transition—Planning and Implementation—Transition Series, WEHMEYER, M, 1999. 45-0110-01.**

This collection of practical resources covers a variety of topics that are critical to the process of preparing young people with disabilities for adulthood. With a focus on family involvement, topics include: *Overview and Introduction; Barriers to Effective Family Involvement; Family systems Theory; Family Involvement in Transition Assessment and Planning; Parent Involvement in Transition Program Implementation.*

### **Next STEP: Student Transition and Educational Planning, HALPERN, A et al, 1997. 45-0108-01.**

This program supports high school students to plan for their lives after leaving school. The focus is on students taking a leadership role in their own planning with other relevant people playing supportive roles.

### **Informal Assessments for Transition Planning, CLARK, G, 2000. 45-0111-01.**

This set of assessments support the collection of information needed to inform the young person's transition planning.

### **Workplace Competencies, HARRINGTON, Sandra, 2004. 45-0112-01.**

This text, written for secondary students undertaking VET courses throughout Australia aims to address the generic workplace competencies common across VET courses. Topics include: *Communications in the workplace; Work Culture; Personal Work Performance; Workplace Behaviour and Image; Work-team Communication; Using Mathematics; Workplace Health and Safety; Industrial Relations; Careers; Enterprise Activities.*

### **Show Me How To Learn: Practical Guidelines for Creating a Learning Community, ENGLISH, R; DEAN, S. 45-0114-01.**

This book provides practical guidelines for creating a learning community. Included are strategies and techniques to create an environment in which students are encouraged to take responsibility for their own learning.

## RESOURCES: TRANSITION FROM SCHOOL TO WORK OR FURTHER STUDY

**CD-ROM *Discovering Post School Pathways (Win/Mac)*, DECS, 2003. 45-0103-01.**

The *Discovering Post School Pathways* CDROM demonstrates the range of possible pathways from school that presently exist in South Australia and are currently being successfully accessed by people with a disability. The CDROM is designed to assist teachers, listing available options and agencies to support students in their transition from school. The CDROM is also available on the SERU website at <http://web.seru.sa.edu.au>.

***Employment for Individuals with Asperger Syndrome or Non-Verbal Learning Disability*, FAST, Y, 2004. 45-0115-01.**


Providing practical and technical advice from job hunting to interview techniques, from 'fitting in' the workplace to whether or not to disclose a diagnosis, this book guides people with Non-Verbal Learning Disability (NLD) or Asperger Syndrome (AS) through the area of employment. Information is provided for employers, agencies, and career counselors, including an analysis of typical strengths and how to use these positively in the workplace. Numerous real-life examples, written by people with AS or NLD, inspire and inform.

***More Than a Job: Securing Satisfying Careers for People with Disabilities*, WEHMAN, P; KREGAL, J, 1998. 45-0116-01.**

This book provides professionals with step-by-step strategies for helping people with physical and developmental disabilities find meaningful employment by emphasising the importance of long-term planning and personal control. This book provides guidelines for charting a career path and identifying employment options.

***A Supported Employment Workbook: Individual Profiling and Job Matching*, LEACH, S, 2002. 45-0117-01.**

This workbook designed for job developers in the disability and employment field. It contains strategies based on real situations and is underpinned by the principle of developing a client-centred approach to job development. It emphasises the central importance of self-determination—ensuring that the individual makes their own choices to determine their future career.

 ***Pathways to Work: Through Vocational Education and Training*, CHALLANS, L, 2004. 45-0113-01.**

*Pathways to Work Through Vocational Education and Training for People with a Disability and/or Specific Learning Needs in South Australia* contains 12 information sheets clearly explaining the services and training opportunities available for people with a disability in South Australia to help make decisions about the most appropriate pathway to take.

***Maths Skills for Living*, VIZE, A, 2005. 64-1314-01.**

This book is a photocopiable teacher resource book designed to help develop essential numeracy skills in students with special learning needs. The book is targeted at students 14 to 16 years who are entering the workforce and/or living independently. Contents include: *Personal Skills; Home Skill; Managing Time; Managing Money*.

 ***Maths Skills for Working*, VIZE, A, 2005. 64-1314-02.**

This book is a photocopiable teacher resource book designed to help develop essential numeracy for practical living and working skills. The book is intended for students 14 to 16 years as they may be entering the workforce. Contents include activities related to: *Childcare; Automotive Industry; Sport and Recreation; Retail; Manufacturing*.

## RESOURCES: TRANSITION FROM SCHOOL TO WORK OR FURTHER STUDY

**Video—Conflict in the Workplace: Workplace Communication Series, Video Education Australasia. 45-0118-01.**

This 20 minute video produced in Australia examines indicators and sources of conflict. It looks at effective ways of handling conflict to achieve reasonable outcomes.

**Video—OHS Duty of Care in the Workplace, Video Education Australasia. 45-0122-01.**

This 14 minute video produced in Australia illustrates good Occupational Health and Safety practice and implementation in several work locations.



**Video—Where to From Here, Quality Lincs, 2002. 45-0099-02.**

This package provides resource material that may be used to implement a case management approach when assisting students with *Negotiated Education Plans (NEP)* or *Student Support Plans (SSP)* to achieve successful transition to post school options.

**Video—Experiencing Work Experience, Video Education Australasia. 45-0120-01.**

This 25 minute video produced in Australia about work experience presents case studies from a number of students in a variety of work situations. It provides information about *work experience; how to get the most out of the opportunity; what work experience can be like; the benefits of work experience; the “do’s and don’ts” when undertaking work experience.*

**Video—EEO—A Fair Go For All, Video Education Australasia. 45-0119-01.**

This 22 minute video produced in Australia contains a three part program that looks at Equal Employment Opportunity and the laws that support this principle. Both Anti-Discrimination and Affirmative Action are explained.

**Video—You’ve Got the Job: Legal Rights and Responsibilities of Employees and Employers, Video Education Australasia. 45-0124-01.**

This 20 minute video produced in Australia looks at legal issues relating to employment for young people. The program provides an overview of the principle rights and responsibilities of employees. Information is provided organisations that can be consulted if there are concerns regarding rights at work.



**Video—Succeeding at Work, Video Education Australasia. 45-0123-01.**

This 17 minute video produced in Australia is designed to help prepare young people for successful employment. Topics covered include: *workplace culture; what your employer will expect from you; what you should expect from your employer—including pay-slips and superannuation; working conditions—what you need to know; how to deal with discrimination, harassment and violence.* The video provides a case study of Mike, who has just accepted his first full-time job.

**Video—Know Your Rights at Work, Video Education Australasia. 45-0121-01.**

This 18 minute video produced in Australia provides students with information on basic employment rights. Topics Covered include: *contracts; salary; hours; superannuation; new apprenticeships and traineeships; discrimination; harassment; violence; safety; and unfair dismissal.*

## NEW RESOURCES

### **Teaching Asperger's Students Social Skills Through Acting—All Their World's a Stage, DAVIES, A, 2004. 25-0157-01.**

The author adapts acting methodology in studying people as a way of helping young people with Aspergers to understand social-emotional exchanges. For example: nuances in tone of voice; looking for subtle cues in facial expression and body language that reveal what people are thinking and feeling.



### **Language and Reading Disabilities 2nd Edition, CATTs, H; KAMHI, A, 1999. 36-0215-02.**

*Language and Reading Disabilities, Second Edition* provides current information on the nature and treatment of reading disabilities. With a strong clinical and research basis, the book provides a broad perspective of language problems associated with reading disabilities. It includes the latest theories of reading development, causes of reading disabilities, developmental changes in reading disabilities and theoretically-motivated research to improve phonological processing, decoding, comprehension, writing and spelling abilities.

### **Autism and PDD Adolescent Social Skills Lessons: Behaviour Management, REESE, P; CHALLENGER, N, 2001. 19-0068-01.**

One of a series of five books which provide a range of instructional and behavioural lessons for students with Autism. The books contain one-page lessons with each sentence supported by pictures. The instructional lessons are intended to teach learners what they need to do or say in social situations. The behavioural lessons target specific social problems. Topics include: *Feelings—happy, sad, afraid, upset; Special Problems—whining, hands in pants, making noises; Aggression—tearing, hitting, biting; Anger Choice Sheet; Waking Up At Night Choice Sheet*. There are also record of progress and tracking behaviours proformas.

See also: 19-0068-04 *Health and Hygiene*; 19-0068-03 *Interacting*; 19-0068-05 *Secondary Schools*; 19-0068-02 *Vocational*.

### **Autism and PDD Adolescent Social Skills Lessons: Vocational, REESE, P; CHALLENGER, N, 2001. 19-0068-02.**

*Autism and PDD: Adolescent Social Skills Lessons—Managing Behaviour*, is one of a series of five books which provide two types of lessons: instructional and behavioural. The books contain one-page lessons with each sentence supported by one or more pictures. The instructional lessons are intended to teach learners what they need to do or say in social situations that can often be overwhelming to children with Autism. The behavioural lessons target specific social problems and some examples of lessons are: *Workplace—Time Clock, Job Salary, Work Schedule; Work Skills—Making Mistakes at Work, Job Evaluation, Waiting at Work; Special Events—Getting Hurt/Sick at Work, Work Holidays; Picture Index, Initial Behaviour Analysis*. The lessons include simple line drawings with text. There are also record of progress and tracking behaviours proformas. See also: 19-0068-01 *Managing Behaviour*; 19-0068-03 *Interacting*; 19-0068-04 *Health and Hygiene*; 19-0068-05 *Secondary Schools*.



### **EVERY CHILD IS IMPORTANT—A BOOKLET FOR PARENTS**

*This booklet is designed to help parents give their children a positive start. It explores a number of important topics about child development and parenting. There are tips that help promote healthy family relationships. This booklet and further information is available free from the Australian Childhood Foundation website: [www.kidscount.com.au](http://www.kidscount.com.au)*

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## NEW RESOURCES

***Phonological Awareness from Research to Practice*, GILLON, G, 2004. 36-0241-01.**

This book *Phonological Awareness from Research to Practice* provides up-to-date review of current knowledge about phonological awareness, together with practical guidance for helping children acquire phonological skills. The book presents research based assessment and intervention frameworks for preschoolers to adolescents with varying learning needs. It begins by examining the research on phonological awareness and its contribution to written language acquisition. The processes through which phonological awareness develops are described.



***Autism Spectrum Australia—Transition to School*, Autism SA, 2005. 19-0096-01.**

This guide, developed by the early intervention service of Autism Spectrum Australia, details preparation for transition to school. The *Starting School Checklist* covers developmental areas and can be used to indicate which skills need to be acquired before starting school. Accompanying strategies, worksheets and visual supports are provided to support the development of a program.



***Scotland Yard, 2004. 85-0600-01.***

This detective game is for 3-6 players aged 10 to adult. One of Scotland Yard's most wanted criminals (*Mr X*) is on the run in Central London. All the ingenuity of the Yard's famous detectives (other players) will be needed to find him again. The task of the detectives is to find *Mr X* by spreading out over the game-board and entering the zone where *Mr X* is presently hiding. The object of the game is for the player designated *Mr X* to stay undercover to escape from pursuers until the detectives can no longer move.

***The Essential Guide to Successful Secondary School: A Guide for Teachers and families of Students with ASD*, TULLEMANS, A; LARKEY, S, 2005. 19-0094-01.**

This book, containing reproducible worksheets and proforma, is intended as a guide to secondary schooling for teachers and families of students with Autism Spectrum Disorder and/or Asperger Syndrome. Topics include: *Class Expectations and Creating Rules; Social Understanding; School Carnivals; Specific Curriculum; Assignments; Mind Maps; The Importance of Being Perfect; How to Use the Special Interest; Anxiety; Communication with the Family; Transition to Tertiary Study and Post School Option.*

***The Broken Cord*, DORRIS, M, 1989. 09-0189-01.**

*The Broken Cord* was the first book to describe *Fetal Alcohol Syndrome* and *Fetal Alcohol Effect* for the general public when it was published in 1989. The author, discovered that his adopted son has FAS, a syndrome produced by the toxic effects that alcohol has on the developing brain and body of a child in the womb. This book tells the story of his experience with his son from the time that he adopted him as a two year old until he reached his 21st birthday.

***Video Autism: The Teen Years*, Mark Poole Films, 2003. 19-0093-01.**

The 28 minute Australian produced video is a sequel to the video *Autism—The Early Signs—19-0038-01*. This video provides an insight into the lives of teenagers with autism by following three young people through their teenage years.

## NEW RESOURCES

***Fair Go! Learning About Tolerance and Empathy in the Middle Years of Schooling Years 5-8, JOHNSTON, S, 2002.***

**66-1128-01.**

This resource is designed to encourage exploration around the ideas of tolerance and empathy. Comprehensive teaching notes, activities and photocopiable worksheets, accompany a storyline about a space creature named *Gorm*, who travels around the galaxy and finds being different can be very difficult. Topics include: prejudice, stereotyping, discrimination and racism.

***Wise Guides Personal Safety, NAIK, A, 2005. 66-1121-01.***

This book focuses on self protection in the street and when using the Internet. Topics include: *Why bother with safety awareness? Awareness; How to gauge risk; Keeping safe; Techno-safety.*

***Tictionary: A Reference Guide to the World of Tourette Syndrome, Asperger Syndrome, ADHD and OCD for Parents and Professionals, OTTINGER, B, 2003. 07-0026-01.***

This book for parents, educators and other professionals, provide information on a range of neurological disorders including *Tourette Syndrome, Asperger Syndrome, Attention Deficit Hyperactivity Disorder and Obsessive Compulsive Disorder.*

***Brain Buster Year 2, 2003. 85-0591-01.***

These quiz questions, suitable for players aged 7-8, are divided into six subject areas: *English, Maths, Science, History, Geography, General Knowledge.* Each question card has a corresponding answer card.

***Deluxe Hangman, 2001. 67-0509-01.***

For children aged 8 and over, players try to identify their opponents word letter by letter. To win, the player has to guess his opponents word before their own word is identified.

***Positive Parenting Program: Children and Sport, Families International, 2000.***

**43-0082-01.**

This video, one in the *Triple P* series, looks at the subject of *Children and Sport*. Topics covered include: *Common sporting problems; Why problems occur; How to help children develop sporting skills; How to manage bad sporting behaviour.*

***Circle Time and Learning About Feelings, BELLHOUSE, B; JOHNSTON, G, 2005.***

**66-1127-01.**

This book, which contains photocopiable backline masters, presents *Circle Time and Learning About Feelings* as a series of sessions and games suitable for learners at all levels of primary school. The first three sessions aim to practice behaviours that demonstrate to all children they are accepted. This encourages trust, confidence and a sense of belonging.

***The Adolescent with Developmental Coordination Disorder (DCD), KIRKBY, A, 2004. 18-0146-01.***

This book, written by the mother of a child with Developmental Coordination Disorder (DCD), also known as dyspraxia, addresses the main difficulties encountered by adolescents with DCD. It provides practical ideas on supporting the adolescent to learn how to handle difficulties such as coping with secondary school and building relationships.



## NEW RESOURCES

**Heart Masters Dreamer's Club: Promoting Emotionally Intelligent and Resilient Thinking, FULLER, A et al, 2005.**

66-1126-01.

*Dreamer's Club*, an interactive teaching resource, is divided into eight lands through which students journey. The lands are: *Possibilities; Predictions; Great Mistakes; Trust; Bravery; Wild Things; Problem Solvers; Dreamers*. Students participate in developing the story in each land. *Five Gnomes* are used as icons to help students distinguish different ways of thinking and to incorporate thinking attitudes into each different style.

**Growing Good Kids—28 Activities to Enhance Self Awareness, Compassion and Leadership, DELISLE, D and J, 1996.**

66-1129-01.

This book, containing blackline masters, provides twenty-eight activities designed to build skills in self-awareness, compassion and leadership. The activities, which involve cognitive and affective learning, are experiential, open-ended and product-focused.



**Music Therapy, Sensory Integration and the Autistic Child, BERGER, D, 2002.**

19-0089-01.

This book looks why music therapy is an effective way of working with people diagnosed with autism. The first part details human physiological functioning, the brain, information processing, functional adaptation, and how music interventions in people with sensory integration difficulties affect functioning.

**Asperger Syndrome and Adolescence, SMITH-MYLES, B; DEREON, D, 2001.**

19-0061-01.

This book, written for parents, teachers and other professionals, endeavours to bring to life the experience of being an adolescent with Asperger Syndrome. Topics include: *Self-regulation and 'The Four A's'; Memory; Preoccupations and Routines; Emotional Competence; Friendship and Intimacy*.



**Positive Parenting Program: Every Parent's Guide to Infants and Toddlers, Families International, 1996. 26-0147-01.**

This video provides an introduction to the development of infants and toddlers and looks at common behavioural issues in infants and toddlers. A brief description is given of each problem area and its possible causes, followed by step-by-step explanations and strategies to help manage these difficulties.

**The Trouble with Maths: A Practical Guide to Helping Learners with Numeracy Difficulties, CHINN, S, 2004. 37-0055-01.**

This book is designed to assist educators working with students who are underachieving in mathematics. It provides an overview of where and how problems can arise. It focuses on particular problems and suggest approaches which can help the student to learn.

## NEW RESOURCES

**Spelling Works—A Workbook of Spelling Strategies, HAUGE, M; HARRIS, C, 1996. 67-0507-01.**

This workbook of spelling strategies is designed to help a wide range of learners improve their spelling. Its picture-strip format presents the material in a direct and entertaining way to motivate all learners, with an emphasis on encouraging them to develop their own *help yourself* techniques. The spelling process is broken down into a series of practical steps and a range of different spelling strategies are provided.

**Sports Ability Sitting Volleyball. 84-0404-01.**

The *Sports Ability* kit is an inclusive activities program that adopts a social/environmental approach to inclusion. This approach concentrates on the ways in which teachers, coaches and sport leaders can adjust, adapt and modify the way in which an activity is delivered rather than focus on individual disabilities. The pack contains instructions and equipment for a number of versions of *Volleyball*. See also: *Sports Ability Boccia—84-0401-01*; *Sports Ability Goalball—84-0402-01*; *Sports Ability Polybat/Table Cricket—84-0403-01*.

**An Introduction to Autism Spectrum Disorders, Autism SA, 2002. 19-0095-01.**

This booklet, produced by the Autism Association of South Australia, provides an introduction to Autism Spectrum Disorders, supportive services and interventions for families and carers.

**Deaf Studies Program P-7 Unit 2: Deaf People in Australia Today, 2003. 16-0372-01.**

This video and workbook form *Unit 2* of the *Deaf Studies Program P-7* and can be used: with classes including, Auslan classes, Interpreter training courses, Deaf Studies classes, Deaf awareness program. The key concepts covered in *Unit 2* are: *Deaf people live in many different locations throughout Australia; the Deaf community in Australia has its own language, Australian Sign Language (Auslan)*. See also: *16-0373-01 Unit 3*; *16-0374-01 Unit 4*; *16-0375-01 Unit 5*; *16-0376-01 Unit 6*; *16-0377-01 Unit 7*.



**Magnetic PC. 63-3060-01.**

This colourful, hard plastic play desk imitates the shape and functionality of a personal computer: the magnetic board, hinged on the side-arms, lifts at any angle desired and underneath 48 letters and 30 magnetic picture word cards are stored.

**Positive Parenting Program Self Esteem, Families International, 2000. 66-1112-01.**

This Australian produced video on *Self Esteem* is one in the *Triple P (Positive Parenting Program)* series. Topics covered include: *Why self-esteem is important; What causes low self-esteem; How to encourage healthy self-esteem; How to help manage negative self-talk; How to help solve problems*.



**Together We Cook 'n' Learn, LARKEY, S; DURRANT, H, 2004. 66-1114-01.**

This step-by-step colour photo cookbook has been designed primarily for people with autism but can be used with other learners. The cookbook has pictures of each ingredient and step and has simple recipes for a range of foods. The teaching manual, containing photocopyable blackline masters and evaluations, links cooking across all curriculum areas.

## NEW RESOURCES

**Spelling—Approaches to Teaching and Assessment—2nd Edition including SA Spelling Test, WESTWOOD, Peter, 2005. 55-0128-01.**

This second edition of Peter Westwood's book *Spelling* provides a comprehensive overview of current issues, perspectives and methods in a clear, easy-to-read style. Peter Westwood provides research-validated strategies that are based on an understanding of the learning process. The theme throughout the book is on the importance of explicit teaching to support the view that spelling skills can be fostered best by a subtle combination of direct teaching and frequent opportunity for meaningful writing. Assessment is an essential aspect of the effective teaching of spelling. This edition contains a new standardized spelling test, to be used as an alternative to, or in parallel with, the *South Australian Test Form A*. New norms (2004) are provided for both tests covering students from 6 to 16 years of age.



**Siesta Single Hammock. 80-0324-01.**

This multi-coloured, strong and portable hammock is made of soft cotton mesh with nylon ends.

**Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers, STRICKLAND, D; GANSKE, K, 2003. 36-0227-01.**

*Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers* is designed to prepare educators to meet the reading and writing needs of students whose progress is not moving as rapidly as their peers. The book introduces a continuum of development with descriptions of methods that use the strengths students demonstrate to overcome problems. A comprehensive text offering many teaching and learning strategies and understandings to enhance literacy development of all learners.

**Bounce Back! Level 3, MCGRATH, H; NOBLE, T, 2003. 66-1110-01.**

The *Bounce Back! Resiliency Literature Based Program* for lower, middle and upper primary students, offers practical strategies to help young people cope with the complexity of their everyday lives and learn to 'bounce back' when they experience sadness, difficulties, frustrations and hard times. See also: *Bounce Back! Level 1—66-1108-01; Bounce Back! Level 2—66-1109-01.*


  
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