



# Transition to Post School for Students with Disability





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## Introduction

Successful transitions to further learning and work is a focus in the department's [Strategic Plan 2013 – 2017](#). Ensuring students have strong foundational skills to participate in society and the workforce is essential to securing their future and the future of Queensland.

Careful planning and preparation helps to ensure a smooth transition into employment, further education and independent living.

This transition guide is designed to give schools, students and their carers an overview of the transition phase including planning and support, post-school options and independent living.



## Planning and support

Transition planning is the process of helping to prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy.

The transition planning process can provide students with direction and purpose and help to shape the decisions they make about their future.

Early planning can help students consider their options, work towards achieving their goals and enhance their post-school outcomes.

Students with disability may have more complex transition requirements resulting in the need for more intensive planning and support to ensure they are empowered and on a pathway towards successful post-school options.

Effective transition planning brings together a comprehensive profile of the student, capturing their hopes and aspirations. This plan may include:

- determining the student's interests and abilities
- determining the required skills, knowledge and understanding to access their desired education and training courses and programs
- the development of positive social skills
- transport and mobility
- independent living skills
- leisure and recreational activities
- possible education and training courses and programs available.

### Early planning - beginning high school

Transitioning into high school brings with it new expectations, new peers and new subjects, but it is also the first step towards working out what students want to do in the future. Trying out a range of subjects helps them to get to know what they are good at and where their interest areas are. This is a time where there is no pressure to lock into any definite plan, but gives students time to consider their interests, abilities and aspirations.

Getting involved in extra curricula activities, volunteering and thinking about what careers might be available in areas of interest is a good way to start engaging in early transition planning.

By year 9, planning and preparation for life after school should begin for students in collaboration with parents and school personnel.

Consideration should be given to:



- occupations and career pathways
- the education and training requirements needed to achieve selected goals, such as subject prerequisites
- the full range of learning opportunities available
- the value of different forms of learning
- tertiary entrance procedures, including the range of options.

Year 9 is also a good time for students to start preparing for [independent living](#) if this has not already occurred. This includes learning how to use public transport, managing money and budgeting, cooking and self-care.

## Transition planning - Year 10

### **Senior Education and Training (SET) plans**

As part of planning for the transition to post school options, Queensland students complete a Senior Education and Training (SET) plan.

Through the SET planning process, young people have an opportunity to plan for their education and future career, to set goals, and to work towards those goals in a broader range of education settings, including school, Technical and Further Education (TAFE) and other training.

[SET Plans](#) are completed with all students during Year 10. Students are provided with opportunities to explore and investigate options through the senior phase and post-school pathways. Some schools start engaging students with career education programs in Year 8.

The SET plan is designed to:

- work as a "road map" to help students achieve learning goals during the senior phase of learning
- include flexible and coordinated pathway options
- assist students to examine further options across education, training and employment sectors
- help students communicate with parents/carers or personnel from their school/learning provider.

The SET plan is an important part of the process for students in planning and preparing for life after school.

*My Future: My Life* is an initiative designed to help students with disability achieve the goals they have set for themselves for when they complete school. Further information regarding this initiative is available at: <http://www.communities.qld.gov.au/disability/support-and-services/our-services/my-future-my-life> .



## Roles, responsibilities and considerations

Preparing for transition requires a team approach, i.e. the student, parent/carer, relevant school personnel and any other interested parties.

It is important to remain focused on the individual and the student as a whole. Every student is different, so every transition plan will be unique to the individual and capture their current and future journey.

### **Student participation**

It is vital for students to participate in all aspects of their transition program.

In order to empower students to take more control over their transition, they should be explicitly taught the skills required. This may include teaching students to advocate for themselves by helping to voice their opinions and how to participate in decision making about their future.

The model of self-determination comprises three phases:

- setting goals
- making a plan to meet the goal
- evaluating progress towards meeting the goal.

Not all goals will necessarily be work or study related. Some may be personal goals of independent living or money management. All goals are important to work through during this transition phase. The achievement of smaller goals through the acquisition of relevant skills may contribute to the achievement of larger goals with the ultimate focus of better quality of life.

For students to develop the skills to set, meet and evaluate their progress towards goals, they require the ability to navigate the challenges they will face along the way. This includes the ability to seek support from others when required.

Person centred planning is an approach which gives students with disability control over their planning for life after school. This approach brings together family, friends and others who support the student with disability to assist in creating a vision for the future.

### **Schools and other educational providers**

In the majority of cases, the school will manage the transition process by working with students and parents/carers to develop the SET plan.

A SET plan is designed to help students map individual learning pathways through the Senior Phase of Learning.



There is no specific information that is mandatory for inclusion in a SET plan, however, information collected should be holistic in nature and capture the three environments of vocation, living arrangements and social/recreation.

### **Parent/carer participation**

The involvement of parents/carers in the school to post-school planning process is a key factor in enhancing and improving the post-school outcomes for students with disability. In the early transition planning phase, the student and parent should work together to identify likes/dislikes, interests, hopes and dreams.

It is important to note that the transition phase for parents/carers may be a stressful one, as the impending changes can have a big impact on family life.

Poor transition planning can leave the family in a situation where they suddenly lose the continuity of support as they try to establish new links with new education providers and other professionals.

Transitioning from the known to the unknown is stressful. Whilst transition goals are about the student as a whole, the key transition goals for education providers may be slightly different to those of the parent/carer.

Education providers may focus more on the goals of further education and training and employment, whilst parents/carers may have particular goals and concerns in the areas of community adjustment, social inclusion and residential options.

It's important to recognise that families will also be going through their own transitional period, which may include a range of agencies, and may require support through this transitional phase.





## Strengths/abilities/interests

Strengths, abilities and interests play an important role when students are looking at future experiences, including jobs and careers. It is equally important to identify the student's difficulties and weaknesses and to plan how these can be overcome.

Identifying and matching the student's ability and interest areas can assist in determining their strengths.



### Ability

An **ability** is something the student is good at or does well. This might be competency or a talent or skill.

*Not every ability will necessarily be supported by an interest.*

### Interest

An **interest** is something that the student is intrigued by or is motivated by.

*Not every interest is necessarily supported by talent or ability.*

### Strength

In some cases the abilities match the areas of interest.

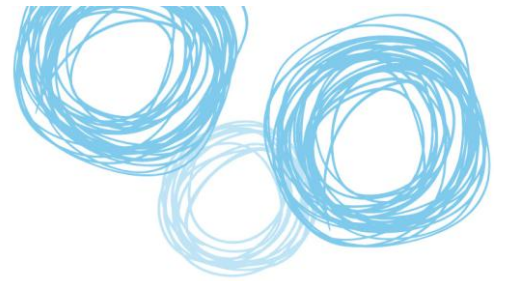
These are the student's **strengths**.

There are a number of templates available, such as those available on the [Blueprint – Australian Blueprint for Career Development website](#) that will help the student capture their [abilities and interests](#).

Helping students to gain an understanding of their abilities, whilst acknowledging their limitations or restrictions, can help ensure students are not defined by their disability, but instead encouraged to embrace and celebrate their strengths leading to a more positive and successful post-school outcome.

Encouraging students to record their strengths, barriers, goals, dreams and aspirations helps the student and the educator to see a clear picture of what the student is capable of and where their interests are.

Developing a template (such as [Appendix 1](#)) to use with students to capture their strengths, abilities and interests may assist the student to reflect on a range of elements they may not have previously considered. The sample template outlined in Appendix 1 works to capture the bigger picture of the student's goals and aspirations.



It is designed to assist students to develop a greater awareness of their abilities and interests and to make appropriate, well-informed and realistic career decisions.



## Resources to support successful transition

Consultation and collaboration has occurred with the Department of Communities, Child Safety and Disability Services to align with their current initiatives and strategies.

### **My Future: My Life strategy**

[My Future: My Life](#) is a collaboration between the Department of Communities, Child Safety and Disability Services and the Department of Education, Training and Employment (DETE).

This early intervention strategy has been developed to provide practical assistance to young people with disability in their final years of school to effectively plan for their transition from school to the post school community.

If eligibility criteria is met, young people have the opportunity to apply for one-off funding of up to \$1000 in year 11 or one off-funding of up to \$2000 in year 12. The resources requested must have a direct and tangible link to the goals identified in the young person's [Senior Education and Training \(SET\) Plan](#).



## Post school options

There are a range of post-school options available that students may choose to follow. Exploring all options available during the planning phase and having high realistic expectations can help ensure students have a positive future life pathway.

[Employment](#) options may include:

- [Transition to work programs](#)
- [Volunteer work](#)
- [Supported employment](#)
- [Open employment](#).

A new smartphone app is now available to provide young people with up-to-date information about potential careers and job vacancies. Created from a young person's perspective, the [Career Hunter app](#) directs the user's attention to work options and jobs available in Queensland's most viable industries. The app also allows students to find qualifications needed for the job, the expected income and career potential.

The Department of Education, Training and Employment, The Smith Family, Regional Development (Australia), Busy at Work and Group Training Australia worked together to develop the app. The app is now available from the [Apple app store](#).

[Further Education and Training](#) options may include:

- [University](#)
- [Vocational Education and Training](#)
- [Apprenticeships and Traineeships](#)
- [Adult Community Education](#).

Equally important in the post school transition phase is [community participation and social opportunities](#).



## Transition to work

Transitioning from school or other educational environments into the [workplace](#) is a big step. There are many things to consider, including the many different work options available, including:

- open employment (ie. standard employment in the workforce in either a full time or part time capacity)
- supported employment (ie. employers receiving government support to help the person with disability to access ongoing assistance in order to perform the role)
- starting a business
- volunteering.

There are a number of *Transition to work* programs that support young people with disability leaving school who need help to develop the skills, qualifications and confidence in order to join the workforce.

Programs provide activities and develop skills in:

- home living and personal skills
- numeracy, literacy, information technology and money skills
- participating in sports activities and local community
- connecting with social groups.

[Disability Employment Services](#) provide a range of services to support the individual needs of young people with disability transitioning into the workforce. They can help to prepare for work as well as providing support with job-search and resume development. [The Australian Disabilities Enterprises](#) provides employment opportunities and support to people who are unlikely to be able to find or retain work in the open market.



## Employment

There are many [supports](#) available to help students find and keep a job.

[Disability Employment Australia](#) members specialise in finding employment for people with disability. They are [located across the country](#), helping people with disability to find employment.

The agencies work together with both employers and employees to create and shape jobs as well as preparing workers and the workplace culturally and physically if required.

[Centreline](#) can help students register with a Disability Employment Service or provide them with further information about employment assistance.

Disability Employment Service can offer a range of supports which may include:

- help to prepare for work
- training in specific job skills
- job-search support
- initial support once placed into a job
- ongoing support may be provided (if required)
- vocational training
- workplace modifications.

[Australian Disability Enterprises](#) are commercial businesses that provide work opportunities for more than 20,000 people with disability across Australia. They cover a wide range of industries including:

- graphic design
- printing
- metal fabrication
- packaging
- recycling
- landscaping.



## **Job capacity assessments**

If a student with disability is seeking support for gaining employment through a specialised agency, they may be asked to take a job capacity assessment.

This is also a requirement if they are to obtain a disability support pension from Centrelink.

The job capacity assessment is an assessment tool used to measure the student's ability to work and/or participate in programs that could help them get work.

The Assessor will look at any barriers preventing the student from working or participating in programs and recommends what can be done to help.

A person can be referred for a Job Capacity Assessment for a number of reasons, the most common being that the student has been recognised as facing 'barriers' to work.

Further information about Job Capacity Assessment can be found on the [Welfare Rights Centre Inc website](#) or the [Australian Government, Department of Human Services website](#).



## **Volunteer work**

Volunteering can be a very rewarding experience for students and can provide an opportunity to develop skills, gain confidence and experience and build a network within the student's chosen industry.

[Volunteer work](#) can make transition to employment much easier.

There are opportunities to volunteer in a wide range of areas including:

- administrative duties
- landscaping
- library services
- information technology.

There are a number of [volunteer organisations](#) available to assist.

[Linkki - A Volunteering Qld Initiative website](#) provides an opportunity to apply online for volunteering jobs across Queensland.





## Further education and training

If the student chooses to go on to further education and training post high school, there are a number of options to explore, including:

- [University](#)
- [Vocational Education and Training](#)
- [Apprenticeships and traineeships](#)
- [Adult Community Education](#).

Having a disability does not prevent a student from [continuing their studies](#). The [Disability Standards for Education 2005 \(DSE\)](#) ensures that students with disability can access education and training on the same basis as other students. The DSE cover all areas of education including:

- Schools
- Universities
- Registered Training Organisations and TAFE institutes.

The Standards cover:

- enrolment
- participation
- curriculum development
- accreditation and delivery
- support services; and
- harassment and victimisation.

### **Equal rights to an education**

All training providers offer support for students with disability. [The Disability Discrimination Act 1992 \(DDA\)](#) makes discrimination in education unlawful and must offer a person with disability the same educational opportunities as everyone else.

This means that if a person meets the necessary entry requirements of a school or college then they are entitled to have just as much chance to study there as anyone else. Educators must make changes or reasonable adjustments to ensure the student with disability is able to perform essential course-work and can access the full program on the same basis as all students participating in the course.

Educators must base their decisions on a student's ability to meet the essential requirements of the course. They should not make assumptions about what a student can or cannot do because of a disability.



## **Disability support program**

The Australian Government provides funding annually to Universities through the [Disability Support Program](#) (DSP) to assist in removing barriers to access for students with disability.

This funding can cover services and equipment to assist students with disability such as:

- provision of alternative materials (including braille and audio tapes for students with vision impairments)
- AUSLAN interpreting services for hearing impaired students
- the purchase of equipment, such as voice recognition software and mobility scooters.

Contact the Disability Support Coordinator at your chosen University for further information about how to access support.

## **The National Disability Coordination Officer program (NDCO)**

The [National Disability Coordination Officer](#) (NDCO) Program assists people with disability, including students, to move between school, Vocational Education and Training, University and work and can help to provide advice about options after school and put the student in touch with appropriate people to help them undertake further study and find suitable employment.

The [NDCO](#) program aims to improve transition for students with disability from their school or community into post-school education, training and subsequent employment. They work to establish better links between schools and further education training providers.

For further information, visit the [Australian Government, Department of Industry website](#).

## ***Useful links***

- [Apprenticeships and traineeships](#)
- [Queensland Government Apprenticeships Info \(Support Services\)](#)
- [Skills Tech Australia Support Services](#)
- [Job Access](#)
- [Disability Employment Network](#)
- [Mobility Allowance](#)
- [Employment Assistance Fund](#).



## University

Universities are committed to providing support to students with disability to ensure they can participate to the full extent of the program.

At the time of enrolment the young person should talk with the Disability Support Coordinator to determine what support they are able to access.

Each university has a different process and provide their support in a different way. Shown below are the links to the disability services pages of each Queensland University.

All Queensland universities have information available on their website about the services available for students with disability.

- [Australian Catholic University \(ACU National\)](#)
- [Bond University](#)
- [Central Queensland University \(CQ University\)](#)
- [Griffith University](#)
- [James Cook University](#)
- [Queensland University of Technology](#)
- [The University of Queensland](#)
- [University of Southern Queensland](#)
- [University of the Sunshine Coast](#)

You may also like to consult the [Australian Disability Clearinghouse on Education and Training website](#) which provides further contact details for University Disability Advisors at Queensland Universities.



## Vocational Education and Training

[Vocational Education \(VET\)](#) refers to education and training that focuses on delivering skills and knowledge required for specific industries.

VET is one of the options available for young people to consider. It is "education and training for work" and part of a broader educational network in Australia that includes schools, universities and adult and community education.

Vocational education prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, architecture, pharmacy and law.

The [Year 12 graduate fee-free training](#) initiative offers Year 12 graduates from 2013 onwards access to fee-free training in a range of high priority qualifications. The qualifications are available through a range of vocational education and training courses, as well as apprenticeships and traineeships.

Vocational education providers are committed to providing equal learning opportunities for students with disability. Students may access disability support if they disclose an intellectual/physical or sensory impairment, a medical, neurological or psychiatric condition, or a developmental disorder.

To ensure that learning resources are available to support students in their chosen training program, students should contact the Disability Support team prior to enrolment. Disability Support Officers identify students' specific requirements, liaise with teachers regarding students' needs and organise equipment and specialist personnel.

A range of assistive technologies are available to support learning, including specialised computer software, keyboards, learning aids and hearing devices.

Personal support services are also available to students with disability. These may include:

- AUSLAN sign language interpreters
- coaches, note takers, readers and scribes
- tutors to support course work
- professional assessment services
- adjusted exam conditions
- reasonable adjustments to delivery.

Learning support is available for students experiencing difficulties with language, literacy or maths. Teachers are available at all training centres to assist students in the classroom or in small groups. They can assist with literacy and maths skills, exam techniques, study skills, and writing assignments.



### **Disability support:**

There are a range of support options available for young people to assist them to access VET or TAFE:

- [Vocational Education and Training Disability Support Services \(VDSS\)](#)
- [TAFE Queensland Support Services](#)
- [TAFE Queensland Disability Services](#)
- [Skillstech TAFE Student Support Services flyer.](#)

### **Pathways to study at university**

TAFE/VET students can use their TAFE and other vocational education qualifications as a pathway to access [University](#).

There are many options available to complete further training and to achieve a university degree.

Studies in Certificate (III or IV), Diploma, Advanced Diploma or Associate Degree programs at TAFE Queensland may provide a pathway to most universities by potentially improving the Tertiary Entrance Rank.

Students are encouraged to discuss available options with the Disability Support team.



## **Apprenticeships and traineeships**

[Apprenticeships and traineeships](#) combine training with work. Apprentices and trainees complete a qualification and learn skills whilst at work. Apprenticeships and traineeships can be full-time, part-time or school-based.

Training organisations are required to make reasonable adjustments by adapting their training delivery methods or training services to ensure equity and full access to training by people with disability.

There is a variety of support available to assist young people in accessing their apprenticeships and training. This includes:

- assessment of learning support or equipment requirements
- adaptive equipment and training in its use (e.g. adaptive software, keyboards, magnifiers)
- personal support services (e.g. AUSLAN interpreters, specialist support workers, note takers/scribes).

## **Support and advice**

To ensure the best learning outcomes for apprentices with disability, [support](#) is best arranged at the start of employment and should be included in the training plan.

If a TAFE institute is the training provider, disability services officers are available to provide assistance.

### *Learning Support*

During the Senior Education and Training (SET) planning process, the necessary literacy and numeracy skills required to undertake an apprenticeship or traineeship should be discussed in conjunction with the student, parent and school.

When the training organisation develops the training plan, they are required to conduct a literacy and numeracy assessment which determines if the student has the necessary prerequisite literacy and numeracy skills. Should this assessment indicate that the student does not have the required literacy and numeracy skills, the training organisation, school, student and parent should carefully consider whether the chosen qualification is appropriate for the student to undertake.

However, the training organisation is required to provide a reasonable amount of training to help the student acquire the language, literacy and numeracy skills required for the competencies.



### *Fair treatment in the workplace*

An apprentice with disability should be treated the same as any other employee. It can be illegal to be treated unfairly because of a disability. Unfair treatment may constitute discrimination, sexual harassment, victimisation or vilification.

If an apprentice feels they are being treated unfairly at work they should take action as soon as possible. Contact Apprenticeships Info on 1800 210 210 for further information.



## Adult Community Education

Short courses is an option for trialing different interest areas and can prove to be an important step in the learning journey. [Adult Community Education \(ACE\)](#) provides a diverse array of vocational and "learner interest focused" education and training that fosters the development of skills required for individuals to participate fully in their communities and the economy.

There are a number of [accredited short courses](#) that may provide a "*statement of attainment*". These courses provide introductory level knowledge and skills. They are available across a wide range of topics.

There is also the option of non-accredited courses. These courses are referred to as Adult Community Education (ACE) courses. They are available at [various institutions](#) and are usually advertised locally. The skills that participants learn can often help to progress towards an accredited course.

Generally the course duration is approximately 2-3 hours per week. Courses tend to run over a 6-8 week period. Sometimes these courses are also run as full day weekend workshops.

Registered training programs will require the student to demonstrate competency and undertake an assessment. However, many ACE programs do not require the student to do so. Any program that helps build relevant skills for the sort of job the student wishes to do will help when seeking employment. Many ACE programs are geared toward the building of workforce skills.

All learning has value. Non-accredited short courses can help build confidence and skills that lead to further opportunities through registered training programs.

The young person may also wish to do a course for personal interest.

Non-accredited training outcomes from ACE programs may contribute to Recognition of Prior Learning (RPL) in formal vocational education and training in much the same way that skills and knowledge from other life and work experiences can count. If the ACE program is accredited then there may be eligibility for credit transfer toward a vocational education and training qualification.





## Community Participation and Social Opportunities

It is important for students with disability to develop and maintain friendships and relationships beyond school. As transition occurs from one phase of life into another, existing friendships often fade or change as everyone becomes immersed in the next phase of their lives. It is therefore important to continue to build new friendships and meet new people.

When a student is transitioning into further education and training, it is important to encourage them to link into available social activities as there will be many students who are in the same situation of wanting to build new friendships.

If the student is transitioning into employment, joining [local clubs or youth groups](#) may assist in meeting new people.



## Independent living

Developing independence is an important stage in everyone's life. Many things begin to change as the student progresses from the schooling system and more responsibility and independence starts to follow. Whilst it can be extremely exciting, it can also be a little overwhelming and daunting at times.

As well as decisions about further education, training and employment options, there are also a number of considerations regarding living independently including:

- [Health care](#)
- [Diet and Exercise](#)
- [Relationships and dating](#)
- [Moving out](#)
- [Money and budgeting](#)
- [Support](#)
- [Transport](#)
- [Knowing your legal rights and responsibilities](#)
- [Staying safe.](#)

[Getting out there: A survival guide for young adults](#) provides a wealth of information to young people to help them transition into this next phase of their life.



## Health care

### **Transitional phase - health system**

For some students with disability, the majority of their health care would have been provided through the paediatric service.

In the Health system, transition is the phase in which they are transferred from paediatric (child) health care into the adult health care system. Transition occurs at different times depending on their individual circumstances, however, generally this process can commence between the ages of 12-20.

The transition process happens in many different ways and is often facilitated via a collaborative relationship between paediatric and adult services. In other cases it may be led by the individual.

### **Keeping a filing system**

It is important for families to be able to provide health professionals with as much medical history as possible. It is worthwhile keeping organised notes and records of the student's health care. It may be worthwhile for families to put together a folder containing information such as:

- birth records, including a copy of the birth certificate
- a record of vaccinations
- a record of medical interventions including assessments, treatments and surgeries
- medication history, e.g. details about medications, side effects, dosages and purposes
- a list of allergies.

It may also be worth considering looking into the benefits of '*Electronic Health (e Health)*'. eHealth is a government initiative that allows health professionals to record and share information with others in the healthcare team. It also allows the student to securely access their important health information online. Further information is available on the [eHealth website](#).

It is recommended that students talk to their health care professionals about how this will occur for their individual circumstances.

### **Applying for a Medicare card**

Many students are probably listed on their family's Medicare card, however, young people aged 15 or older, can have their own Medicare card.

Young people can use their Medicare card when:



- making a Medicare claim for a paid or unpaid doctor's account
- visiting a doctor who bulk bills
- getting treatment as a public patient in a public hospital
- filling a Pharmaceutical Benefits Scheme prescription at a pharmacy.

It is important to ensure the young person's current address is up to date so that they receive a replacement Medicare card when their card expires.

To transfer to an individual Medicare card, students will need to visit a Department of Human Services (DHS) service centre with identification and fill out a [Medicare Copy/Transfer Application form](#).

**Note:** if a parent wants to do this for their child, both the child and the parent will need to complete the Medicare Copy/Transfer Application form.

### **Private health insurance**

In Australia, Medicare covers most Australian residents for health care, however, anyone can choose to take out private health insurance to give themselves more choice in health care.

There are two distinct types of cover:

- Hospital cover (to help with expenses should anyone require a hospital stay)
- Extras cover, which covers things such as therapy, dental procedures etc.

If parents have private health insurance, their child/ren can be covered up until they turn 21.

There are many different private health insurance providers. To help select the most appropriate cover and to compare different providers, consider using websites such as [iSelect](#).



## Diet and exercise

It is important that young people maintain a healthy diet and lifestyle when they move out of home. This brings great responsibility about owning their eating habits and exercise routines.

There are many services and organisations available that make accessing fresh food and pre-prepared meals easy.

### Groceries

Online grocery shopping is becoming more readily available across Queensland. Many major Australian supermarkets operate online grocery shopping where an order is placed online and the order is delivered to the home at an arranged time.\*

*\*Please note that there are usually additional charges associated with this service.*

There are also fruit and vegetable, bread and milk deliveries available. There are a number of [apps](#) available for online grocery shopping which make organisation and ordering easier.

### Meals

There are a number of companies throughout Queensland that provide meal delivery services. These range from weight-loss and weight management companies to gourmet dinner delivery services. These companies deliver weekly a well-balanced nutritious menu that includes an entire week's worth of meals.

[Meals on Wheels](#) operates across Queensland and for a small cost, delivers healthy meals to clients' homes. A referral is required. This may be obtained from a General Practitioner, hospital or social worker.

### Learning life skills

There are services available that can teach young people additional life skills that may help them to live a more independent life. These may include:

- cooking
- grocery shopping
- money management.

For further information, speak to the intake officer at your nearest [Disability Services service centre](#).



## **Sport and recreation**

[Sport and recreation](#) is a great way to get active and get involved in the community.

Participating in sport and recreation activities can also help young people to stay healthy and is a great way to meet people and form new friendships.

### **Sport**

There are a variety of [sporting options](#) available.

[Disability Sport Agencies](#) provide a variety of services and opportunities to people with a wide range of disabilities.

There are a number of resources available to help young people with [choosing a sport](#).

Australian Athletes with a Disability have produced a website that provides information about a [variety of sports](#) including athletics, archery, football and cycling.

There are also a number of organisations that provide detailed information in relation to competing in [elite sport](#).

The [Disability Sports Australia](#) website provides information for people with disability, their families, carers and friends, as well as information for coaches and clubs about promoting and supporting inclusion in sport and sports and recreation funding.

### **Recreation**

There are a range of different [recreation activities](#) available that young people might like to become involved with.

['Outdoors Queensland'](#) provides a directory that includes a range of organisations and operators that offer a variety of outdoor activities across Queensland.

### **Companion Card**

The Companion Card program is an initiative of the Queensland Government to support people with disability who have a lifelong need for attendant care support to participate in community activities and attend venues.

Cardholders present their card when purchasing tickets at participating businesses and are issued with a second ticket for their companion at no charge.



## Relationships and dating

It's important for young people to maintain friendships and/or make new friendships after leaving school. [Participating in the community](#), either through sport and recreation, the arts, volunteering, work or study are all great ways to meet new people.

[Family Planning Queensland \(FPQ\)](#) advocates that people with disability have access to information and resources to support informed choices about relationships and sexual and reproductive health.

FPQ offers workshops and training to support parents, carers and professionals in learning strategies to talk about sexuality and relationships with children, young people and adults with disability. They also provide small group education for young people with disability.

### **Risks associated with online dating**

There are many online dating websites that young people can easily access. It is extremely important for young people with disability to be aware of the risks associated with using these sites and that they are provided with information in order to stay safe.

These sites are limited to young people over the age of 18 and in some instances, over the age of 21.

[Kids Helpline](#) provides some useful information about dating, including the dangers associated with online dating.



## Moving out

Moving out of home can be an exciting but challenging time. There are many things to consider and many options available:

- [Accommodation](#)
- [Expenses.](#)

Developing [daily living skills](#) can start well before moving out. Learning life skills, grocery shopping, preparing meals and balancing a budget prior to moving out will boost success.

Young people will also need to give thought to furniture and electrical goods required when they move out. Some rental properties may already be furnished and are often a good place to start

If young people require assistance with learning additional life skills, ask the intake officer at your nearest [Disability Service](#) centre.

### **Accommodation**

Deciding where to live is a big decision once a student finishes school and may require a great deal of thought and planning for students with disability. There are many choices available.

Young people with disability may decide to stay at home with their family. It is important for the family to discuss ways that allows their child to stay there whilst also beginning to live a more independent life.

There may be an option for the young person to move away from home but still live with either another family member or family friend who can act as a support person.

There are also houses known as '*Supported Living Units*' where a group of people with disability live together with support workers who help to develop independence and prepare people to live independently in the community. These are sometimes referred to as '*shared support arrangements*'

There are also many different [rental housing options](#) available.

- [Private rentals](#)
- [Student Accommodation](#)
- [Public and Community Housing](#) (*There are strict criteria that must be met in order to access this type of housing. There can also be long waiting lists of up to 2 years*)





The young person may like to consider share housing, where they share a house with other people (friends or maybe people you don't know). There are a number of websites that can help young people locate rental properties.

Once the young person decides on a place to live, they will probably need to sign a rental agreement and pay a bond. A bond is an amount of money held by the real estate as security for the property. It usually equals approximately one month rent.

If the young person is receiving a Centrelink payment, they may be eligible for [rental assistance](#).

[Housing assistance for people with disability](#) assists clients with a physical, intellectual, sensory or psychiatric disability which affects their housing need by:

- modifying housing to provide additional bedrooms for live-in carers
- arranging individual tenancy agreements
- conducting occupational therapist assessments of individual housing needs
- considering other housing needs such as health and safety, independence and quality of life.

## Expenses

Moving can be expensive, especially for young people moving out of home for the first time. The young person may need to save for a while first. Some costs may include:

- expenses associated with moving (i.e. hiring some help and renting a moving van)
- the bond for the rental property (usually one month's rent)
- cleaning deposit (some landlords ask for this up front to cover expenses for cleaning when you move out)
- electricity and telephone deposits
- furniture and appliances.

Once the young person has moved into their new home, there will be ongoing monthly costs that will need to be [budgeted](#) for. Assisting or encouraging the young person to develop a budget will help them to know exactly how much money they need to cover these bills and expenses. Expenses may include:

- rent
- electricity
- water
- telephone
- transport
- food.



## Money and budgeting

Regular income is required to enable a young person to have independence, move out of home and to be able to make choices about items they may wish to purchase. That may be from paid employment, allowances or through Centrelink.

To manage their income, the young person will need a bank account. However, if they are planning to set up a new bank account then it is worth taking some time to make sure they select an account most suitable to them and their circumstances. When they apply for a new account they will need to provide certain types of identification. There are some websites, such as [infochoice](#) that provide information about all financial institutions to help to make an informed decision.

Using a [budget planner](#) can be a useful way to keep a track of what they are spending their money on and also provides a way to see if they are spending more than they can afford.

Managing money is a skill that everyone needs to learn and develop over time. There are a number of organisations that can assist with learning this skill.

Direct debit is a good way to ensure that bills get paid on time without the young person having to remember when they are due. They can set up direct debit for regular payments to be deducted from a nominated bank account.

Setting up Bpay and Internet banking through the young person's bank or financial provider is a great way of being able to pay bills from home.

There is also a facility through the Centrelink called [Centrepay](#) which is a free service that allows customers to pay bills as regular deductions from their Centrelink payments. This service makes managing money and making budgets easier allowing the user to know that their bills are under control.

There is also a service available (for a fee) through the [Public Trustee of Queensland](#) which helps people with disability to manage their finances. Services include preparing budgets, paying bills and tracking income and/or investments.



## Supports

There are a range of [supports](#) available to assist people with disability. These supports include:

- [financial support](#)
- [modifications to homes and vehicles](#)
- [access to aids and equipment](#)
- [a range of specialist disability services](#)
- [planning for the future.](#)

There are also support groups and community organisations that can provide [support services](#) to the person with the disability and their carers.

Counselling and support services are available 24 hours a day through Lifeline on 13 11 14 or the Salvo Care Line on 1300 363 622.

### Financial support

The [Department of Human Services](#) provides a range of services and financial payments to support people with disability including:

- carer payments
- rent assistance
- telephone allowance
- utilities allowance
- mobility allowance
- education supplements
- pharmaceutical allowance.

If the young person is receiving a Centrelink payment, they may be eligible for a [Health Care Card](#) which provides cheaper pharmaceuticals as well as bulk billing for doctors' appointments.

## Modifications

### Home modifications

The Queensland Community Care program provides help with [home modifications](#) for people with disability. These modifications can be major (such as installing a lift or ramp and complex bathroom structures) or minor (such as small, low-cost aids and equipment which would improve accessibility in the home).



## **Vehicle modifications**

If the young person's disability affects their ability to travel in a car, they may need to make some [vehicle modifications](#). There are a range of modifications that can be made to ensure that a person with disability can travel safely as either the driver or passenger. Depending on the requirements these may be minor (such as swivel seats) or major (such as special control systems).

The young person may be eligible for the [Vehicle Options Subsidy Scheme \(VOSS\)](#) which is designed to help eligible people access a modified vehicle.

## **Assistance**

### **Aids and equipment**

There are a range of [aids and equipment](#) which may be able to assist you. Aids, equipment and assistive technology refers to items that provide support to people with disability to enable them to complete everyday life activities. You may be eligible for funding assistance to access these aids through the [Community Aids, Equipment and Assistive Technology Initiatives \(CAEATI\)](#).

### **Specialist disability services**

To assist people with disability, additional [specialised support](#) is available which supplements general community support. These supports include accommodation support, life skills development, case management, community access support and respite services.

You may be [eligible](#) to access or all or some of these services.

### **Planning for the future**

Support is available to help young people with disability and their families to [plan for the future](#). There are a number of organisations that help families plan for the long-term. Their services include helping families to access universal and disability-specific supports and activities within their local community.



## Transport

- [Public Transport](#)
- [Taxi](#)
- [Learning to drive](#)

### Public transport

There are many different [public transport](#) options available including:

- buses
- CityCat and ferries
- wheelchair accessible taxis
- trains
- taxis.

For travel within **South East Queensland** with TransLink, using a [journey planner](#) can help the young person to decide the best route to take and the duration of the trip.

[Go card](#) is TransLink's electronic ticket that lets you travel on any TransLink network of bus, train and ferry services.

TransLink also have 'access passes' available:

- [TransLink access pass](#)
- [Vision impairment travel pass](#)
- [Travel Trainer Pass](#)

For travel within **regional and rural Queensland**, [qconnect](#) also provides a journey planner and details of available services, including buses, trains and taxis. qconnect provides public transport and greater connectivity and accessibility of services throughout regional, rural and remote Queensland.

If the young person has difficulty accessing public transport or a private vehicle, they may be eligible for community transport services. The [Queensland directory of health and community services](#) website provides details about a number of organisation throughout South East Queensland which provide community transport services. To access this information, go to the website and enter 'community transport' in the keywords followed by your postcode.

[Australia's Disability Standards for Accessible Public Transport](#) intend to make public transport easier and more accessible for people with disability. The transport standards apply to most forms of public transport. These standards are to be fully implemented by all new public transport facilities that commenced since October 2002, whilst existing facilities from this date have between five and thirty years to comply to the standards.



## **Taxi service**

A taxi service is another option for travel which is subsidised.

The [Taxi Subsidy Scheme](#) subsidises taxi travel—half of the total fare, up to a maximum of \$25 per trip—for people with severe disabilities. Membership of the taxi subsidy scheme is for a maximum of five years. To extend the membership, the user must reapply prior to the expiry date.

[Wheelchair accessible taxis](#) are available across south east Queensland and many regional centres. Wheelchair accessible taxis have been introduced into over 50 rural and regional locations.

## **Learning to drive**

Before a young person can obtain a driver's licence, they need to apply for a [learner licence](#). In Queensland, they can apply for a learner licence from the age of 16 years. If the young person has a medical condition, it is important to speak to a doctor about whether it is safe for them to drive a car. According to [Jets Law](#), people with a medical condition need to disclose this to the Department of Transport.

Medical conditions which require disclosure to the Department of Transport may include:

- acquired brain injury
- cerebral palsy
- limb deficiency/amputation
- spinal cord injury.

To obtain a learner licence, the young person will need to complete the application form, and if necessary, provide a medical certificate. They will then be required to undertake the learner's exam.

If the young person is under the age of 25, once they have obtained their learner licence, they will be required to log 100 hours of supervised on-road driving and 10 hours of night driving. They may also be required to undergo an occupational therapy (OT) driving assessment prior to undergoing their driving test. [OT Australia Qld](#) provides a full list of OT driving assessors.

[RACQ](#) and [Driving Education and Training Services](#) can also provide modified vehicles for driving lessons.



## Legal rights and responsibilities

It is important for young people with disability to know their legal rights and responsibilities:

- [Advocacy and knowing your rights](#)
- [Adult Proof of Age Card \(18+ card\)](#)
- [Voting](#)

### Advocacy and knowing your rights

Both nationally and internationally, there are numerous [legislation](#) and initiatives that ensure people with disability have access to equal participation in society as those without disability.

Any discrimination is unlawful. The definition of disability in anti-discrimination legislation is very broad and covers a wide range of disabilities, imputed (thought to have) disabilities and possible future disabilities a person may have.

Information about [legal information, advocacy and your rights](#) can be found on the Disability Online website.

### Adult Proof of Age Card (18+ card)

The [Adult Proof of Age Card](#) (previously known as the 18+ card) provides proof of age for Queenslanders aged 18 years or older and is ideal for people who don't hold a driver licence or passport.

To apply for the card, the young person must complete the [application form](#) and provide evidence of identity. There is also a fee involved.

### Voting

It is compulsory to [enrol to vote](#) in elections for Australian citizens over the age of 18. Enrolling requires a form to be completed and returned to the Australian Electoral Commission.

If the young person finds it difficult to get to a polling place on election day, they can apply to become a [General Postal Voter](#) to receive your ballot papers in the mail.

If the young person is [unable to sign their name due to a physical impairment](#), they may have someone else complete their enrolment form and sign it on their behalf. A registered medical practitioner will need to complete and sign the medical certificate on this form for this to be accepted.



People do not have to enrol and vote if they:

- are not 18 years or over
- are of unsound mind (\*incapable of understanding the nature and significance of voting)
- currently in prison
- are a permanent resident but not an Australian citizen.

For further information regarding exemption from voting, contact the [Australian Electoral Commission](#).

*\*a health professional would need to provide evidence that the young person has 'impaired decision-making capacity' for exemption to be granted.*





## Staying safe

This transition phase brings about many social opportunities for young people. These opportunities also bring with them many challenges in safe decision making, particularly for young people with disability. Below are some useful tips and websites for young people.

### Safe partying

As for all teenagers, socialising is a really important activity in their life and 'partying' is considered a normal rite of passage. Safe partying develops and enhances social skills and extends the current network of friends.

There can, however, be potential risks associated with parties and it is important to be aware of these in order to stay safe.

There are a number of websites that provide useful information on how to stay safe, things to be aware of and how to make safe decisions. [Kids Helpline](#) is a great place to start.

### Drugs and alcohol

Alcohol is used commonly by teenagers across Australia. There are many risks associated with the over use of [alcohol](#). An added risk for young people with disability is the impact drugs and alcohol may have on their condition and on their prescription medication.

Developing an awareness of the associated risks of drug use and the effect of alcohol consumption is important for all young people. There are many [youth services](#) that provide a range of alcohol and other drug services to individuals and their families as well as [tips for drinking responsibly](#).

### Social networking

Social networking has become a vital form of communication for young people in recent years. However, there are risks associated with this, including the risk of personal information being accessed and identities stolen.

[Stay Smart Online](#) provides some useful information about staying safe.

### Internet scams

There are a growing number of [scams](#) occurring throughout Australia. There a variety of ways that people are approached, including email scams, requests for advance payments, online shopping, fraudulent investment scams, and in some cases romance scams. The end result of all of them is to extort money from the targeted person.



There is some great advice about avoiding scams available on the [Human Services website](#).

### **Personal safety**

No one can control another person's behaviour, however, there are some things that can be done to stay safer. People with disability are at a higher risk of personal violence and abuse, therefore it is important to promote personal safety amongst this group of people.

[Personal Safety Australia](#) promotes the safety and wellbeing of all Australians with programs tailored specifically for people with disability.



## Summary

Transitioning from school to post-schools options is different for everyone. Each person is on their own unique journey. Some tasks that are easy for one person may be quite challenging for someone else.

It is important to empower young people by ensuring they have the knowledge, skills and confidence to participate effectively in the community and the economy and live fulfilled lives based on their choices.

There are a range of different services that can provide assistance with health, employment, education and lifestyle to assist the young person on this transitional journey.

This transition booklet, accompanied by a range of transition planning activities, aims to provide a link with these services to enable young people to exercise choice and control over their lives.



## Appendix 1

### Planning for the future – Strengths, barriers, goals and aspirations

**Student Name:**

**Class:**

**Date:**

**What are some goals you would like to achieve?**

*(Think big... these could be anything from employment possibilities, further study options, travel, hobbies and interests, living independently, managing money etc)*

**What are some barriers that might stand in the way of achieving these goals?**

**List some areas of interest:**

*(Can any of these interest areas become a career? Are there further studies you could do to improve your skills in these areas?)*

**List some things you are good at:**

**List some of your strengths:**



**List some areas you would like to see improvement in:**

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**What are some of your biggest dreams and long term aspirations?:**

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**Now think about some of the things you might have to do to make them a reality:**

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**Looking at the strengths and interests identified above, list some careers you think you might be interested in:**

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